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ABSTRACT

This study reports on ways student under-achievement is being dealt with in the Bilingual Program of Jackson, New Jersey in grades 1-5. The study is limited to students in one school and was carried out during one 12-month period. It focuses on the following issues: (1) teaching methods which are best suited to solve the problems of student under-achievement in the area of written communication; (2) how general language development is related to the development of written communication; (3) the nature of the relationship between self-image development of written communication skills; and (4) children's reactions to methods developed in the course of the study. The researcher developed classroom techniques from literature on written communication and worked with 12 children in small groups or individually. Activities and techniques included reading aloud to the students, eliciting responses verbally or through art, tutoring, home visits, interpretation at parent conferences, and positive efforts to gain peer acceptance for children with language problems. The report includes comparisons of pre- and post-test results; gain/loss in grade level and percentile rank; personal reactions of parents, teachers, and students; and original stories and drawings of the children. (AMH)

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DEVELOPING WRITTEN COMMUNICATION SKILLS IN THE JACKSON TOWNSHIP BILINGUAL PROGRAM

BY

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DEVELOPING WRITTEN COMMUNICATION SKILLS IN THE JACKSON TOWNSHIP BILINGUAL PROGRAM

An Action Research Project
Presented to
Dr. Richard J. Nichols
Kean College of New Jersey
Union, New Jersey

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Elementary Education
Option: Bilingual Education

by
Walter J. Lidman
July, 1981

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APPROVAL SHEET

This thesis entitled "Developing Written Communication Skills in the Jackson Township Bilingual Program", by Walter J. Lidman, is hereby approved in partial fulfillment for the degree of Master of Arts at Kean College of New Jersey.

Richard J Nichols

Dr. Richard J. Nichols
Advisor

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CHAPTER I

THE PROBLEM AND THE NEED

The problem of student non-achievement and under-achievement in the U.S. Public Schools has caused tremendous concern on the part of educators, government officials, and civil rights groups. The New Jersey Administrative Code of Title VI, the so-called "Thorough and Efficient Law" specifically demands that all children in New Jersey have the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society.[1]

The Code demands assistance for every pupil in acquiring basic skills and the ability to express him/herself creatively. The Code's broad and highly ambitious goals include a positive pupil self-image, sound physical and mental health, the ability to form satisfying relationships, and even a happy family life.[2] The Code demands that

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[1] New Jersey Administrative Code, Title VI, Chapter, 1, "Thorough and Efficient System of Education", Foreword, p.1.

[2] Ibid., pp. 4-5.

"the public schools in New Jersey . . . insure that specialized and individualized educational experiences (be) available for meeting the needs of every student".[3]

This type of help is also demanded by the Federal government for school districts receiving federal assistance.[4] In enforcing the so-called Lau Remedies -- a series of regulations based on the Supreme Court Lau vs. Nichols case outlawing discrimination based on language -- districts are required to identify and to instruct "limited-English-proficient" (LEP) students who have the "foreign-language-experience". "Not to (provide this specialized instruction) is a violation of the civil rights of over 3.5 million school-age children, mostly Hispanic, most of whom were born in this country, and most of whom do not use English well enough to receive an adequate education".

A series of hearings about this problem was sponsored by the U.S. Department of Education and the Office of Civil Rights to open proposed new and updated "Lau Regulations" to public scrutiny and to secure opinions of ineterested groups and individuals. The then U.S. Secretary of Education, MS. Shirley M. Hufstedler explained, "This department is committed to enforcing our civil rights laws and to ensuring that all Americans, regardless of their national origin, have full access to education programs in our public schools."[6]

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[3] Ibid., p.6.

[4] "Nondiscrimination Under Programs Receiving Federal Financial Assistance Through the Education Department", The Federal Register, August 5, 1980, pp. 52052-62062

[5] Ibid.

The purpose of this paper is to report how this problem is being dealt with in the Bilingual Program of Jackson, N.J. in grades 1-5. The following questions will be addressed:

1. What methods of teaching are best-suited to solve the problems of student non-achievement and under-achievement in the area of written communication?
2. How is general language development related to the problems of student non-achievement and under-achievement in the area of written communication?
3. How is student self-image related to the problem of student non-achievement and under-achievement in the area of written communication?
4. How have children reacted to the methods utilized in the Bilingual Program of Jackson, N.J. in the development of written communication?

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[6] Hufstedler, Shirley M., Secretary of Education, "Statement", United States Department of Education News, August 5, 1980.

METHODS OF STUDY AND SOURCES OF DATA

This paper will be based upon literature relevant to methods of instruction to develop written communication utilized in the Bilingual Program of Jackson, N.J.; upon instructional activities in the Bilingual Program of Jackson, N.J.; anecdotal records of students in the Bilingual Program of Jackson, N.J.; and upon original stories and drawings submitted by students in the program.

LIMITATIONS OF THE STUDY

This study is limited to students from grades 1-5 in the Bilingual Program in the Switlik School of Jackson, N.J. Activities reported in the study will be limited from April, 1980 to April, 1981.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature related to the development of written communication is scarce. The literature selected herein is believed to contain effective teaching methods to cope with student under-achievement and non-achievement especially in this area. All sources cited base the development of written communication skills concurrently upon those of listening, speaking, and reading. All recognize the importance of the student's feelings and attitudes. All recognize the necessity of the caring, enthusiastic, supportive teacher.

The most inclusive and effective strategies discovered by the writer are found in Allen and Allen's resource book.[7] All other literature reported contains at least some of their ideas. Although Allen and Allen specifically address the beginner (grades 1 and 2) their ideas are adaptable to other age and grade levels. And though they emphasize reading, their ideas are useful for the development of written communication.

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[7] Allen, Roach VAn and Allen, Claryce, Language Experiences in Reading: Teacher's Resource Book, Encyclopedia Britannica Press, Chicago, Ill., 1970, pp. 1-24.

Allen and Allen's strategies are based upon these premises:

1. Every child has language of some sort.
2. Although it may appear "limited" or "incorrect" it can be rich and colorful.
3. Children must never be branded or labeled.
4. Children may only lack an intellectually stimulating environment at home.
5. Children need a trusted, respected adult to listen to them with enthusiasm and respect.
6. Children can learn from each other.
7. Children can develop basic skills and general language.

In these premises and indeed, throughout, the student's intellectual development is closely connected with that of his self-image.

Allen and Allen recommend the following activities to develop verbal expression, reading, and writing:[8]

1. Reading aloud something of interest and value to children every day.
2. Encouraging children to speak about themselves, their experiences, and their world.
3. Encouraging them to react to stories, poems, or music through speaking, drawing, or free play.

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[8] Allen and Allen, Ibid., pp. 1-24.

4. Writing their exact words as labels, simple sentences, or stories on their pictures.
5. Reading these same labels, simple sentences, or stories aloud to them individually and to groups of peers.
6. Letting them read these same labels, simple sentences, or stories aloud as their ability develops.

The most crucial development for the child is a positive attitude towards reading and writing. The most crucial experience is success! The greatest chance for the limited-English-proficient child to succeed occurs when s/he provides him/herself with words s/he is interested in and wants to learn. Workbooks, dittoes, and readiness books will only befuddle, bewilder, threaten, and frighten him/her before s/he is ready both emotionally and intellectually to read and write with confidence and success.

As these activities develop and unfold, the child must gradually internalize these very basic and essential concepts as an emotional sine-qua-non to the development of reading and writing.

1. What s/he thinks about s/he can say.
2. What s/he says can be written.
3. What has been written can be read (at least by someone else).
4. S/he can read what s/he has written.
5. S/he can read what others have written.

In order to develop the child's language and these attitudes as a base for written communication the teacher needs:

1. A wide variety of books for reading to children and for children to read alone.
2. A wide variety of art materials for children to use to express their ideas.
3. A wide variety of recordings and tapes of music, songs, and listening station with tape and record players and headphone connections.
4. Materials for drawing and writing--paper, pencils, easel, crayons, paints, marking pens, chalk, and chalkboards, etc.
5. Basal readers and workbooks to be used independently and informally as the child chooses and as s/he grows in the power to read.

The child whose potential for written language has yet to develop must hear rich, varied, relevant, and interesting words consistently used in many meaningful contexts. His/her pictures and stories must be proudly displayed as a boost to his/her self-esteem and as an inspiration to others.

Clearly, the personal touch is as necessary for learning to write as are the proper materials.

The monograph, The Language Experience Approach to Teaching Reading[9] agrees with and supports Allen and Allen. It applies, adapts, and expands their ideas to intermediate and upper elementary grades, high school, adult, and bilingual classes. However, the idea of reading materials aloud to students as a stimulus for written communication which Allen and Allen so strongly advocate is never suggested.

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[9] The Language Experience Approach to Teaching Reading, ERIC# ED 106 777, available from the Illinois State Office of the Superintendent of Schools, Springfield, Ill., 1972.

According to the monograph, reading instruction is connected with writing instruction. Written language (and reading) is developed through the student dictating his original stories to the teacher to be re-read later, first by the teacher and later by the student. Reading is stressed as "a meaning-getting process" that is a necessary base for writing. Suggestions which are made to stimulate interest in both include science experiments, field trips, walks, music and similar experiences. Illustrations by students are encouraged to accompany their dictation.

While this monograph advocates this strategy (i.e., the reading/writing connection) with junior high, high school, and adult levels, no evidence is cited of any success in these areas.

An author who addresses the high school level is Morris[10] who strongly advocates the "personal touch" --

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[10] Morris, Sarah M., "Individualizing the Teaching of Writing", Paper Presented at the Colorado Language Arts Regional Conference, Feb. 1979, p. 2.

maximum individual attention and encouragement as a base for developing written communication. She favors student compositions being read aloud to "live" audiences. She is opposed to the mere grading and handing back of work, charging such practitioners with a "perjurious responsibility for causing the student to 'freeze' and ultimately to fail."

Wolff,[11] another author addressing the high school level, insists that writing assignments be non-threatening and that writing take its roots from the knowledge, experience, and personality of the student. Wolff, like Morris, maintains that generous encouragement is a very necessary ingredient in learning to write.

Erickson[12] assigns to the high school teacher the role of "tool" to be used by the student in the task of writing. He, like Morris and Wolff, strongly rejects the "traditional" approach of the teacher assigning and marking assignments important only to himself and for grading. He pronounces such teachers "guilty of gross naivete and mischievious misfeasance." He recognizes the value of the teacher reading to students both for a language model and for gaining stimulating knowledge and ideas.

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[11] Wolff, Aline, "Learning to Teach Writing: Writing to Teach Learning", Language Arts Monograph, Ideas for The Teaching of Composition, Illinois State Board of Education, Springfield, Illinois, pp. 9-10, 1978.

[12] Erickson, John, "Teaching Composition: Pedagogical Naivete and Misfeasance", Language Arts Monograph, State Board of Education, Springfield, Illinois. pp. 9-10.

The monograph, "Thinking! Talking! Writing!",[13] contains a variety of activities to inspire and to stimulate the prospective writer. The monograph stresses that each learner must feel important, worthy, and respected by the teacher. One unique "starter" is "blankbooks". Blankbooks are merely one, two, or more sheets of 9 x 12 construction paper folded and stapled. There may be a label or no label. Children can either paste pictures within or draw. Some typical subjects of blankbooks can be:

1. Things that I like.
2. Things that are good to eat.
3. Things that travel.
4. Things that are red (or blue, or green, etc.)
5. Things that start with the "K" sound.

Blankbooks can be used in many different, effective ways. No specific age or grade level is recommended.

The main idea gleaned from these readings by this researcher is that for the limited-English-proficient child to write creatively, his/her general language must develop. The best chance for this is when s/he provides him/herself with words s/he is interested in and wants to learn.

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[13] Utah Systems Approach to Individualized Learning Project, University of Utah, Ogden, Utah, pp. 14-22, passim.

Rich, varied, relevant, and interesting language must be heard and used consistently and meaningfully. Pleasure from, and even emotional involvement with books is considered an essential base for writing. It is felt that this concurrently develops general language.

Creative writing, it is felt, should be based upon the knowledge, experience, and personality of the student. Students should feel worthy and important in the eyes of their instructor.

To develop written communication, this researcher has adapted these ideas into the Jackson Program and has added ideas of his own. The full program is described in the next chapter.

CHAPTER III

TEACHING METHODS

WRITTEN COMMUNICATION

Teaching methods in the Jackson Bilingual Program (grades 1-5) to develop written communication are designed to concurrently and reciprocally develop reading, verbal language, and self-image.

All children assigned to the "pullout program" are "limited-English-proficient", have the "foreign-language-experience" (mostly Spanish), and are moderate to severe under-achievers or non-achievers. (See the tables on pages pages 108-115.)

They are based in regular homerooms from which they come for thirty minutes to one hour of individualized or small-group instruction to the Bilingual Center of Switlik School. Close communication and mutual cooperation is of necessity cultivated and maintained with homeroom teachers.

The Switlik Center is a converted classroom arranged with individual chairs and desks for each member. The

Bilingual Teacher (this researcher) instructs individuals or small groups at a low oblong table in the rear near a portable chalkboard. Children work independently at their desks when their direct instruction is completed.

The children are tutored in any area requested by homeroom teachers. Thus, instruction is correlated with that of their homerooms as much as possible. Although this paper stresses the development of written communication, instruction may include reading, mathematics, science, spelling, or language arts. Successful mastery of these areas is designed to bolster self-image and to foster the success-habit. This, it is felt, is a necessary indirect ingredient to successful creative writing.

Starting in school year 1980-81 the researcher read many books aloud to the children strictly for their pleasure and amusement. The purpose was to develop a positive mental attitude towards books as a later basis for writing. The books were stored in a "reading center"--a set of shelves along the window--which this reporter stocked with dozens of books he purchased at very low cost from garage sales.

Soon, although the children were initially surprised to find books a source of pleasure (for few families even possessed books) it was observed that their interest in books increased rapidly. They quickly began to borrow them and many reported that they asked elder English-speaking brothers or sisters to read them the same stories they had enjoyed in the program. This is the type activity recommended by Allen and Allen.[14]

While listening to the researcher read, the children were encouraged to react. Initially their reactions were verbal. As their interests grew and expanded they were shown how to draw or trace pictures from their favorite stories. They used materials from an "art center"--a shelf supplied with various art materials. They clipped transparent tracing paper over a picture and traced the outline in pencil. They retraced this over carbon paper onto construction paper and colored their tracings or drawings brightly with crayons or magic markers. They signed and dated them. These were stapled to the bulletin board which was soon covered end-to-end with them. Every attempt was greeted with praise and a smile.

As ability, confidence, and interest developed, children were encouraged to read aloud to the researcher. They were carefully observed to determine readiness for this vital step. The words (carefully chosen), "Can you read any of the words on this page?" and "OK, I read to you. Will you read to me?", were used. Children were not pressured to "get it right". If they faltered, the researcher simply read it without comment and continued with the story.

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[14] Allen, and Allen, Language Experiences in Reading: Teacher's Resource Book, Encyclopedia Britannica Press, Chicago, 1970, pp. 1-24.

Of course, first attempts were hesitant and expressionless. Thus, the researcher often repeated their words with strong expression for emphasis. The words (again, carefully chosen), "Good try. I like that (and the child's name)" were regularly repeated.

To directly develop written communication, dictation was encouraged. Younger children dictated simple labels or sentences for their drawings or tracings. At first the researcher wrote them himself. Later, he wrote them on the chalkboard for the children to copy. Soon they were able to write their names, the date, and many simple labels without help. For immediate positive reinforcement, the researcher praised the work, reading their writing aloud, and asking, "Is this what you want to say? Is this what you mean?" Invariably they broke into wide smiles and nodded emphatically. Hearing their very own words seemed to strike an extremely pleasant chord.

Older children dictated summaries, book reports, and original stories. Here, too, the researcher copied their words and immediately re-read them, asking, "Is this what you want to say? Is this what you mean?" These children, too, invariably broke into wide smiles at hearing their words repeated. Those able to read their own stories aloud did so with little urging.

Later, the researcher made photocopies of these dictations and stapled the originals onto the bulletin board. Individual booklets of the photocopies were then assembled which were used on subsequent days as reading material with the authors. All children were observed to grow both in ability and eagerness to read from the booklets. Always the familiar words brought forth amusement and pleasure.

To further stimulate knowledge, to build the success-habit, and to build self-image, instruction expanded to reading texts and workbooks, mathematics, language arts, spelling, and The Weekly Reader.

Instructions in these content areas received special emphasis, and procedures were patiently explained in depth as many times as necessary. Soon, as children became more confident, proficient, and interested, it was they who read them to the researcher. Soon they refused help and began to work independently at their desks on these assignments.

To expand vocabularies the children began to compile their own lists of perhaps five unfamiliar words from a book or story. Meanings were looked up in dictionaries or World Book. The researcher read them aloud. When the children fully understood, they copied the words and simple meanings into a small notebook, dated the entry, and reviewed them with the researcher on subsequent days.

As their command of words, reading power, and self-images grew from these activities, children were encouraged to write simple summaries of their day in the Center. Since this involved choosing their own words, some at first asked to dictate. Later, however, every child acquired the power to write his/her own summaries independently.

These summaries, like the dictations, were immediately read aloud by the researcher and the children rewarded with immediate praise, a smile, and a star or "happy face" drawn on the paper. This absolutely delighted the children and they habitually teased for their star or "happy face". Soon, possibly as a direct result, they easily re-read these summaries to the researcher. Gradually they began to write their summaries without being asked and willingly and enthusiastically began to include events from their homes and lives away from school. The length and quality of these summaries increased impressively. Some are shown in the chapter entitled "REACTION AND PROGRESS: SOME CASE STUDIES".

The avowed purpose of these activities is for the child to internalize the ideas that:

1. What s/he thinks about s/he can say.
2. What s/he says can be written.
3. What is written can be read (by someone else).
4. S/he can read what s/he has written.
5. S/he can read what others have written.

Correlative and reciprocal purposes are positive attitudes towards reading and writing; their own verbal language development; the success-habit; and positive self-images, as Allen and Allen suggest.[15]

Based upon these experiences, this researcher would further suggest these ideas for internalization:

6. S/he can write what s/he thinks.
7. Writing is a pleasure.

Such are the aims and purposes of this report.

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[15] Ibid., pp. 1-24.

Other Language Skills Development

It was previously reported that stories were read to children and that they were encouraged to react, trace, color, draw, and share opinions. It was reported that children grew skillful and confident enough to dictate stories and to write original summaries.

It is felt that this reflects growth of their general language as well as self-image as a base for reading and written communication.

To develop general language the researcher has regularly and deliberately encouraged children to talk freely and informally. He visited homerooms often and greeted them and their classmates with a warm word and pleasant comment. He picked kindergarten children up from their homerooms and encouraged them to talk as they strode to the Center. He greeted older children as they entered the Center, asking about their lives, their families, their classwork. Generally, they were quick and eager to respond.

To further stimulate the children's general language, additional centers besides those of reading and art were established. There were a "free play center", a "mathematics center", and a "listening center". The free play center contained a carpet in a corner where blocks, toys, games, and puzzles were stored handily on some nearby shelves. The mathematics center contained 2 abaci, counters, toys, puzzles, several toy clocks, a yardstick, a meter stick, and several games. They were stored on an old, salvaged teacher's desk placed midway along the inside wall. The listening center contained a record player, tape player, eight earphones with jacks, and a box of old children's records purchased at low cost by the researcher from garage sales. They were arranged on a salvaged oblong table surrounded by chairs in the rear. Indeed--many program materials were purchased from garage sales at little cost and have been invaluable.

Free play was permitted for the specific purpose of general language development through informal interaction of the children with each other. Naturally they all loved the idea and often asked, "Mr. Lidman, can I play?" This they did with gusto--conversing on the carpet animatedly, surrounded by puzzles and games.

It was observed that in this situation even children who spoke little in class "opened up" enthusiastically to their peers. It is felt that without the necessity to "get it right" their dormant language was released. More than one original story was inspired by this activity. The one by a troubled fifth grade Puerto Rican girl is cited in the chapter that follows entitled "SELF-IMAGE". Yet another is by a withdrawn and inhibited non-achieving Mexican first-grader. (See J , #1 in "REACTION AND PROGRESS: SOME CASE STUDIES".

Materials from the math center were used by the children at their desks or on the carpet. They counted beads on the abaci with the researcher according to their ability. Kindergartners counted from one to ten; first graders from one to fifty and later from one to one-hundred. Some counted by tens; fives, twos. Third, fourth, and fifth graders counted multiplication facts. The yardstick and meter stick were used as number lines to solve simple addition and subtraction. Later a number grid showing one to one-hundred in rows of ten was added (a creation of the researcher) and correlated with the abacus. Soon the children began to use the abaci, meter stick, yardstick, and number grid at their desks without the researcher.

A very popular mathematics game has proven to be "Buy and Sell" (DLM). Children roll a cube to determine which of two stacks of printed instruction cards to draw from--"buy" or "sell" cards. They begin the game with five dollars in coins and bills. To "sell" they draw the stated amount from the "bank". To "buy" they deposit it. Correct change must be made. This is considered math readiness. The instruction cards must be read. This is reading readiness. Much social interaction and discussion takes place which, it is felt, is a boost to general language development.

The use of the listening center has recently begun. The children like to listen with their friends via the earphones while the researcher works with individuals or groups at the oblong table. Some children have already borrowed some of the records to play at home.

The general idea is to provide for academically troubled children a multitude of informal, tension-free opportunities to increase and develop their awareness of their world and its language and to express themselves. This they do without the necessity to "get it right." It is felt that this general language development is necessary for better reading and writing through discovery of dormant abilities in these so-called "limited-English-proficient" children.

CHAPTER IV

SELF-IMAGE

As was mentioned in "THE PROBLEM AND THE NEED", the importance of a positive self-image is recognized by the State "Thorough and Efficient" Law which requires public schools to provide "physical and mental health ... the ability to form satisfying relationships ... and a positive pupil self-image".[16]

Two noted educators well-qualified to speak of the importance of self-image are Dr. Zacharie Clements, Associate Professor of Education at the University of Vermont, and Dr. Muriel Saville-Troike, Chairman of the Linguistics Department of Georgetown University. Both have strongly influenced the Jackson program which strives to improve pupil self-image as being vital to learning to write.

Dr. Clements' qualifications include authorship of The World of Vocabulary (Globe), and Profiles (Globe).

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[16] New Jersey Administrative Code, Title VI, Chapter 1. "Thorough and efficient System of Education", Foreword.

World of Vocabulary is recommended by the New Jersey Department of Education on their SELECTED RESOURCE MATERIALS FOR USE IN TEACHING ENGLISH AS A SECOND LANGUAGE.[17] Prof. Clements writes several journal pieces annually as well as a monthly column for Instructor Magazine.

Dr. Clements, who has appeared on television as an entertainer, conducted a Regional Inservice Program for teachers at Toms River North High School on Friday, November 17, 1979.[18] Through impressive and graphic dramatizations and monologues he described how the love and devotion of his grandmother guided him through a shady past replete with brushes with The Law, temptations of The Rackets, and the lure of Easy Money.

"Remember!" he chasitzed, "God don't make no junk!" He admonished his packed audience to develop love, hope, and a positive self-image as his grandmother had done. "Without that, kids will never read or write. Love is your greatest responsibility and most potent motivator. All kids need it--especially the non-achievers. Develop it."

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[17] SELECTED RESOURCE MATERIALS FOR USE IN TEACHING ENGLISH AS A SECOND LANGUAGE, New Jersey Department of Education, May 22, 1978.

[18] Clements, Dr. Zacharie, "Humanizing Education", A Workshop Conducted at Toms River North High School, November 17, 1979, Toms River, New Jersey.

Dr. Troike has written A HANDBOOK OF BILINGUAL EDUCATION and BILINGUAL CHILDREN: A RESOURCE DOCUMENT (both for the U.S. Government). It was Dr. Troike who delivered the keynote address to bilingual and ESL teachers at the NJTESOL/NJBE Spring 1980 Conference at Kean College of New Jersey.[19] In it she charged, "Schools are at least partially responsible for student retardation. Children always learn SOMETHING. Too often it's the wrong thing--that they're despised, that they're "Spics", that they're expected to fail. And of course they live up to this self-fulfilling prophecy."

"It does not have to be", she continued. "A bright, caring, enthusiastic teacher can build SUCCESS". Thus it is felt that the personal attention shown the children, the enthusiasm shared over a story, the encouragement, praise, personal interest and every formal and informal word and facial expression exchanged brings weight to bear on the child's self-image and his potential for successful writing.

Additionally, when children are poor; when they are brown-skinned; when their parents cannot speak English; when they must labor at menial jobs; when they lack education even in their own language; when they are timid, shy, and stung by prejudice (as many have confided to the researcher) then extraordinary measures are called for.

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[19] Saville-Troike, Muriel, "The Socio-Cultural Context of TESL and Bilingual Education", Keynote address at Title VII Teacher Training Program, Kean College of New Jersey, May 15, 1980.

One vital step to counteract the negative self-fulfilling prophecy is to establish solid trust and communication between these families and the school. To this purpose the researcher (who is fluent in Spanish) visited every home, sipping the traditional cafe-con-leche and conversing genially in their familiar, comfortable native tongue.

Later he interpreted at parent-teacher conferences, telephoned when their children were sick, explained the problem in Spanish, and transported them home. He translated school notices into Spanish and assisted and interpreted at registration of new arrivals. They were shown exactly when and where to catch the school bus--a formidable gauntlet for a Spanish-speaking child hearing only a confusing, frightening babble of English.

He made newly-arrived children welcome in their homerooms, by establishing vital peer relationships and empathy for their language problem. Several times he read stories in Spanish. When the class did not understand he pointed out that the new arrival's problem was the opposite--he understood only Spanish and not English. New arrivals thus gained peer acceptance. Of course the researcher established his own personal rapport with classmates which he felt was a vital ingredient to be maintained.

For a positive self-image a child needs friends. To counteract the potential ugliness of prejudice, program members were permitted to bring occasional guests. Thus their "Anglo" counterparts shared the instruction, the activities, the free play. The idea became very popular--so popular in fact that waiting lists and rotation systems had to be established to accommodate all comers.

It was oberved that friendships ensued and in one outstanding case a child's schoolwork was deeply and keenly affected.

The child was O , a fifth grade Puerto Rican girl, who had been experiencing severe academic and emotional difficulties. In November her homeroom teacher recommended retention. She could not or would not submit even routine assignments. Her test scores were failing. She responded very little and at best only grudingly to tutoring by the researcher. When asked to read, she chose books like Scuffy The Tugboat, a simple beginner book. She usually wanted only to play on the carpet and surreptitiously did so when not being directly supervised. Though she was in fifth grade she habitually interceded among kindergarten children, taking over their play.

Instead of acting as protector or "big sister", she would instead compete against them.

Girls in her homeroom did not like her. They refused to sit with her. On rare occasions when someone did, an argument quickly ensued; the girl huffily sat elsewhere, and O was alone again. Often she complained of finding obscene notes in her desk.

In January, she was caught molesting little girls in their bathroom, stealing their pins and jewelry, saying, "The principal told me to collect all the girl scout and brownie pins, so put yours in this box".

In February, O brought her first guest to the Center, a classmate named D . Excitedly, she reported that D was going over to her house that afternoon to play -- the very first time anyone had ever done that! Spontaneously, she wrote the following summary:

A STORY OF O

> D is my friend she is a very nice friend. Sometimes in the class when I need help she help's me and sometimes me and her share things together. And we are very very but very good friends. We sometimes fit but then we be very good friends again and hardly never almost never fit. And sometimes she is absent but I think she never forgets me and I do think she is my best but best friend and I like her and I think she likes me.
>
> The End
>
> From O , D

It was her most prolific language production to date.

Later, that same month, her classroom teacher reported that although she was still far behind in her work, she was starting to turn in assignments. At the April parent conference, he reported (using the researcher as interpreter) that she had progressed sufficiently to pass to sixth grade. Her mother alluded to the February visit of her friend D , saying that until then she had been extremely unhappy but was much happier now.

In the Center, she is now accepting help in mathematics and spelling. She enjoys reading Weeny Witch and does so to the researcher willingly. Girls now sit with her in homeroom and no further incidents resembling the jewelry shakedown have occured. It is planned to continue to tutor her, and as with all program members, to generally support her self-image as a base for the development of written communication.

CHAPTER V

REACTION AND PROGRESS: SOME CASE STUDIES

The aim of this report is the development of written communication. Natural and necessary corollaries are those of reading, general language, and self-image. Further corollaries are those of mathematical understanding, the success-habit, and social acceptance.

Though it was not originally intended to report them, corollary gains in reading and math on the CAT (used as a pre-and-post-test) were impressive. They warrant inclusion.

They are compiled for the group in tables (see pages 108-115) showing grade in years and months at time of testing; grade equivalent attained; years/months above/below standard; national percentile where available, and gains/losses in grade equivalent and in national percentile.

Since there were at most four children to a grade, spread over five grades, and since pre-tests were given at different times, no attempt was made to demonstrate group gains.

Instead, individual gains were analyzed using individual line graphs comparing grade level attained from pre-to-post test.

These line graphs were developed by the researcher to report results to the school district and are part of each program participant's file. Each homeroom teacher received a copy. It is planned to present these to parents in the future.

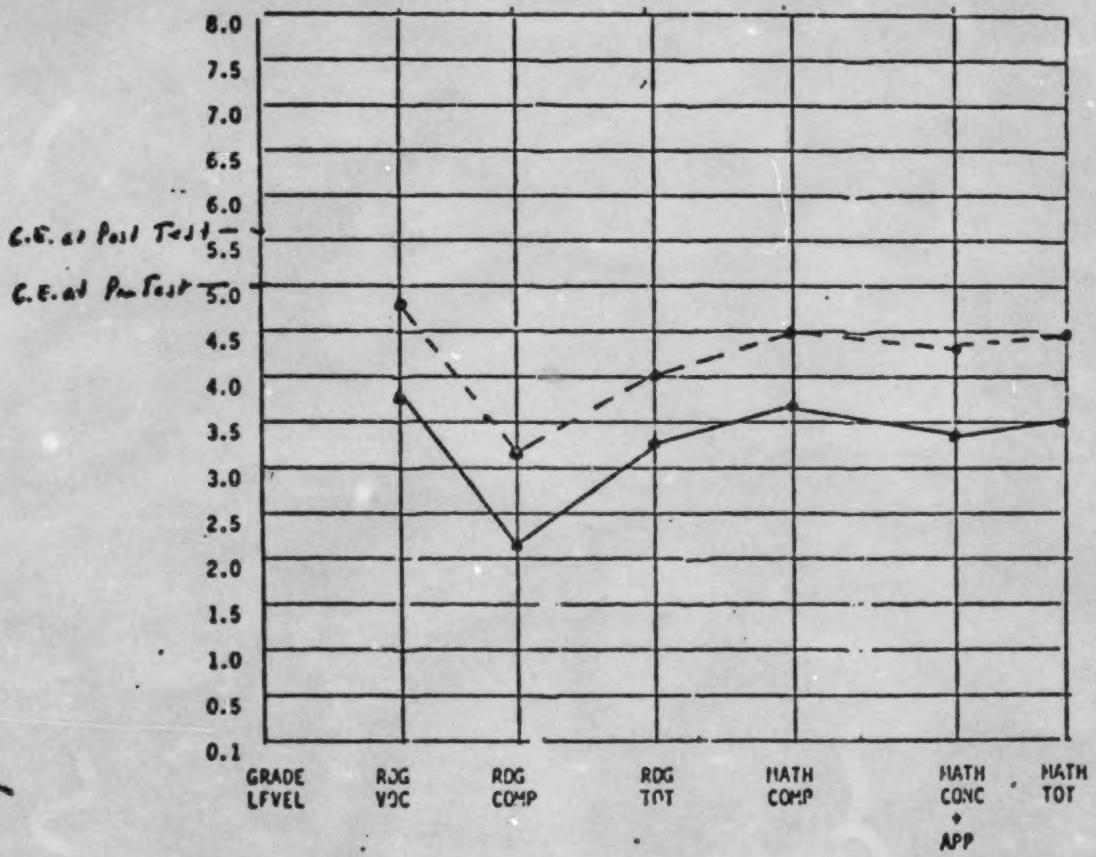
Shown are actual photocopies with all but the first initial of the first name whited out. Numbers encircled at the top right correspond to numbers in parentheses identifying children on the tables on pages 108-115.

The fulfillment of the aim of development of written communication is demonstrated in drawings, dictations, and stories created by program members. Reactions of parents, homeroom teachers, and the children themselves reveal progress in all phases of the program. The self-image development of O , the troubled Puerto Rican fifth grader, her academic improvements, her improved attitude, and work sample are cited in the previous chapter. Her graph follows. Children will be identified only by initials and a number corresponding to those on the tables in the appendix.

LAST NAME - O------ FIRST 5 GRADE 80-81 SCHOOL YR DATE OF BIRTH (# 11)

TEACHER ——— C.A.T TEST NAME 15 LEVEL c FORM 9/80 DATE PRE-TEST 3/81 DATE POST-TEST

	PHON ANAL		ST. ANAL		RDG VOC		RDG COMP		TOT RDG		MATH COMP		MATH CONC		TOT MATI	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	po
RADE EVEL	/	/	/	/	3.8	4.8	2.2	3.2	3.3	4.0	3.7	4.5	3.4	4.3	3.6	4.5
AT ILE	/	/	/	/	12	35	5	13	12	24	12	22	14	26	11	22



G.E. at Post Test —

G.E. at Pre Test —

Post - - - - - - - -

Pre ————————

"Now He's One of The Top Kids in His Reading Group"

J (#1), of Mexican parentage, was recommended for reassignment to kindergarten from first grade in September, 1980. His teacher explained, "He shows almost total inability to function".

This little boy was in fact usually too dazed to even remember his siblings' names. He would answer the researcher with a shrug, a grin, or shake of the head. At first he showed very little interest in learning (or in anything) and appeared to lack self-image, general language, and ability.

Both his parents work in a cabinet factory. Eight children are cramped into two bedrooms. Neither parent speaks English. His father never attended school and can neither read nor write (save his name). Two pre-schoolers are in diapers. A high school-aged and a seventh-grade sister assist with cooking, cleaning, and child care.

The economic and physical stress on his parents is considerable. Not surprisingly, they have less time than ideal for their children, even though every child is courteous, respectful, and cheerful.

It was reported that as a base for self-image, the researcher visited homes to establish trust, confidence, and communication. On such a visit, he was fortunate to find

J 's mother home from work tending a sick infant. Later he interpreted for his father at several teacher conferences and attempted to break the barriers of language, class, culture, and prejudice.

J 's pre-test scores are all 0.1 grade level and first percentile. His post-test gains are more than one year in many categories. Although he gained only 2 months in reading comprehension, on the day of that particular test he had forgotten his glasses and felt ill. Yet he adamantly insisted on taking it (his assertiveness was taken as a positive sign), which was granted.

As a result of the activities described in this paper the original drawings and dictations on the following pages were produced. In his homeroom he produced the original story "My Special Tree" independently. His teacher was amazed at his progress.

"You should see how he reads now", she commented. "He's really amazing. Now he's one of the top kids in his reading group". Indeed, the child now smiles often and speaks with clarity and directness. He knows all his siblings' names and what they do. He remembers what he did in the past and when he did it.

Best of all, he shows gusto and enthusiasm for his work, often begging the researcher to listen to him read from a set of "Starter-Books" in the Center. He has now fulfilled all requirements for promotion to second grade. He loves school.

#F1

LAST NAME J.____ FIRST

1 GRADE

80-81 SCHOOL YR

DATE OF BIRTH

TEACHER — C.A.T. TEST NAME

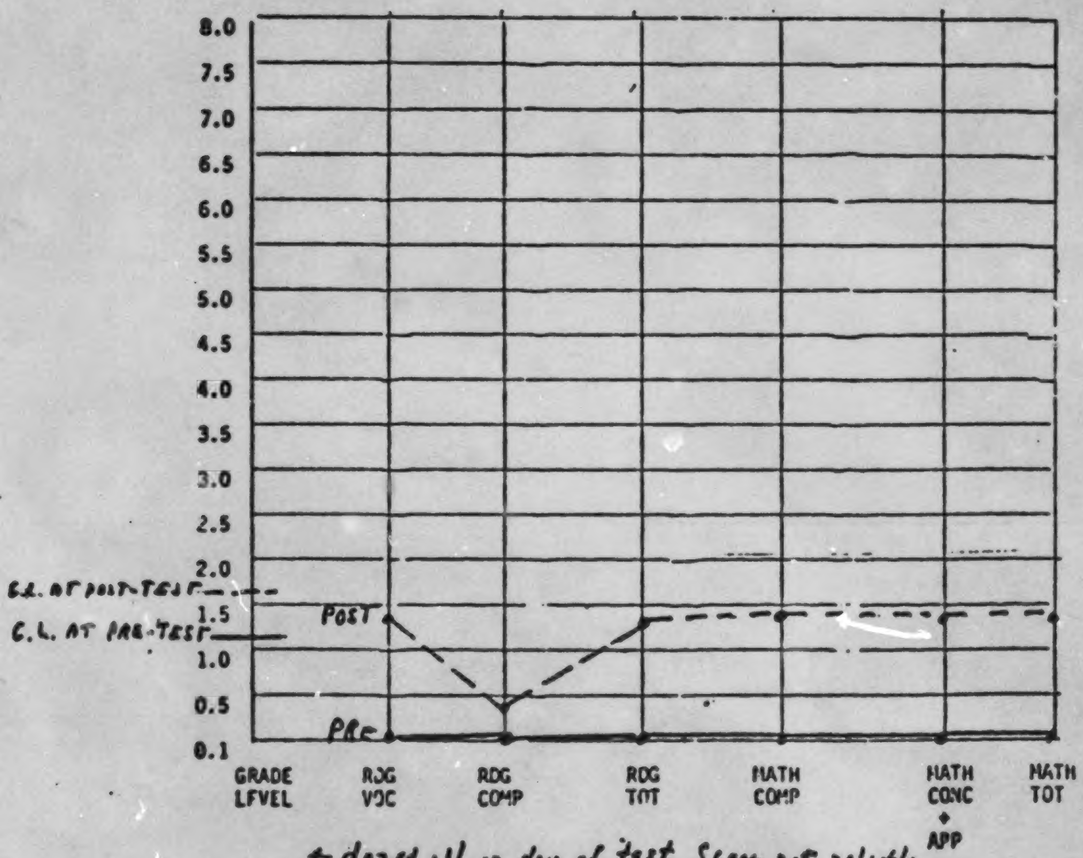
11 LEVEL

C FORM

9/80 DATE PRE-TEST

3/81 DATE POST-TEST

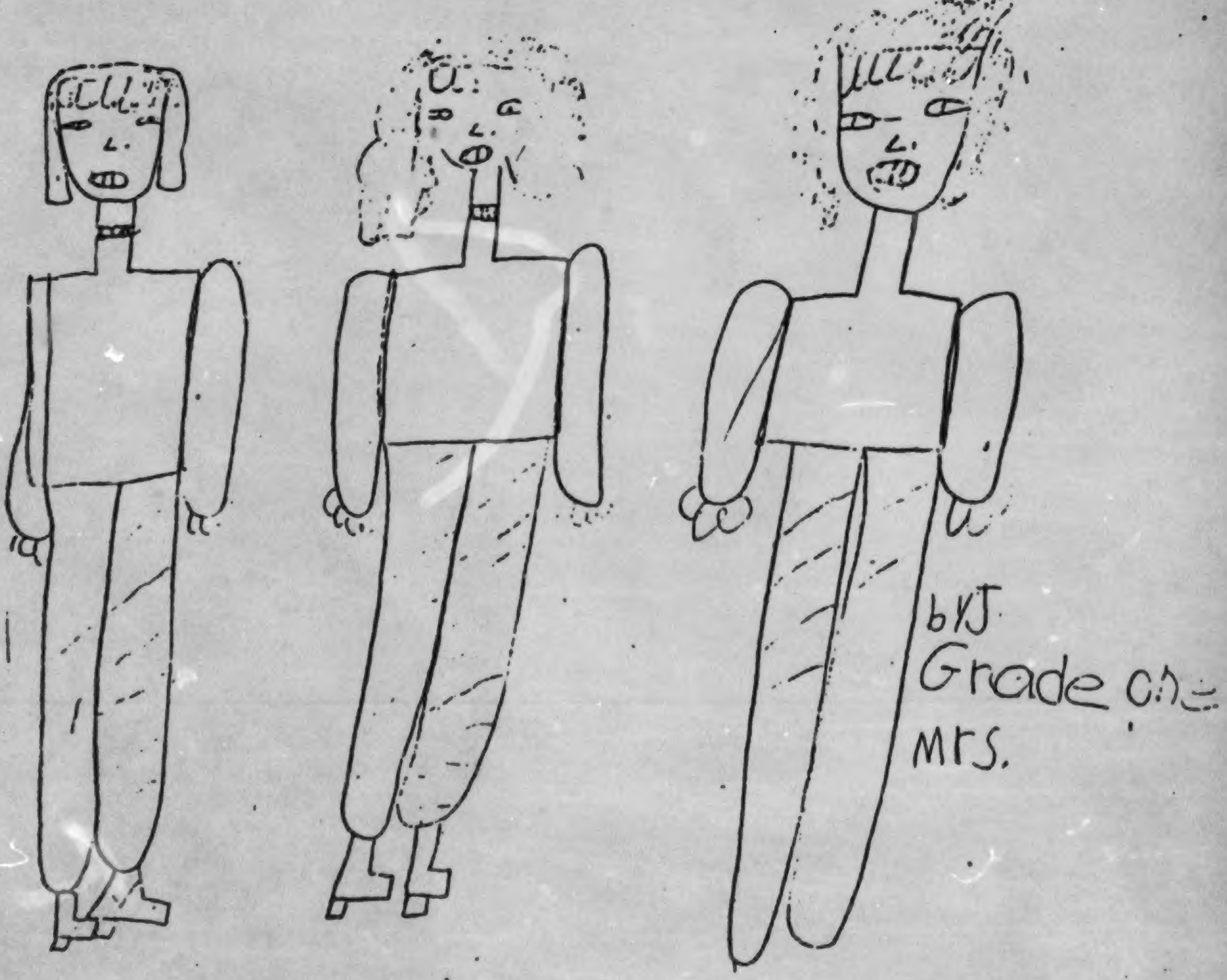
	PHON ANAL		ST. ANAL		RDG VOC		RDG COMP		TOT RDG		MATH COMP		MATH CONC		TOT MATI	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	po
RADE EVEL					0.1	1.4	0.1	0.3 *	0.1	1.3 *	0.1	1.4	0.1	1.4	0.1	1.4
AT ILE	1	40			1	27	1	4	1	21	1	14	1	30	1	25



* dazed, ill on day of test. Score not reliable.

Pre ____________

Post — — — —


byJ
Grade one
Mrs.

J---, Grade one

This is my cousin ReYna.

She is a safetr patrol.

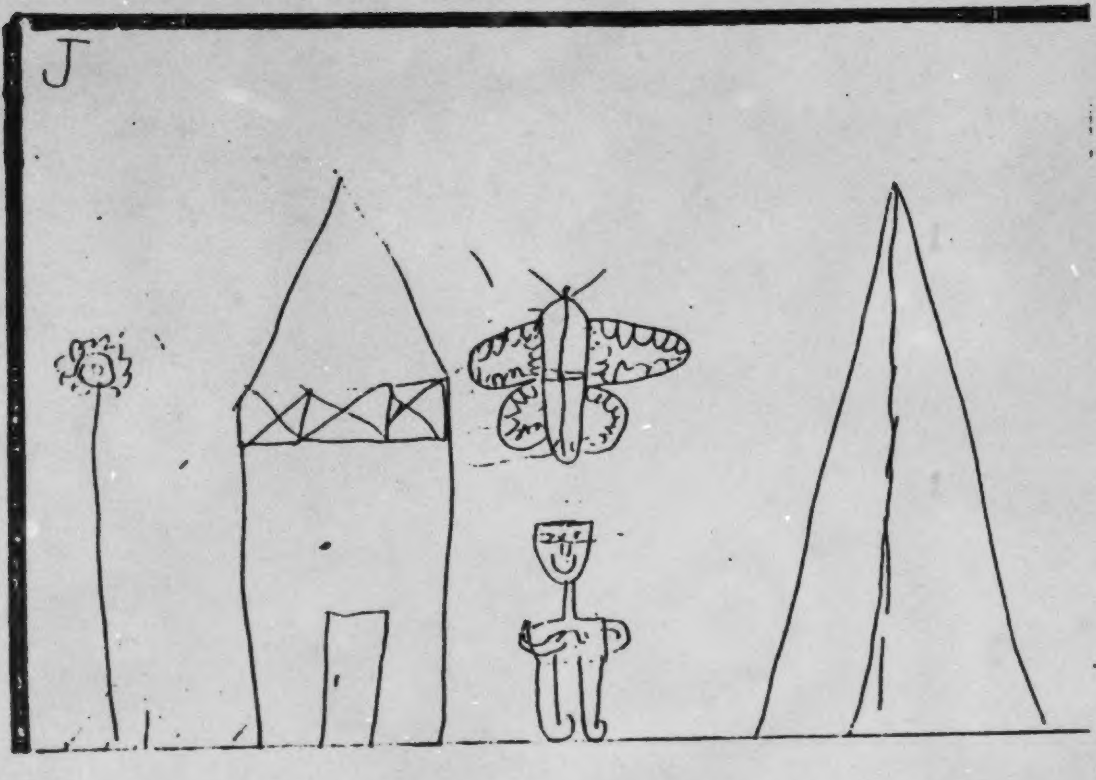
this is my mother.

She loves me

this is Ernestine.

I like her.

This is a Butterfly.
That's my house.
That's my flower.
And that's me.
Grade 1 J

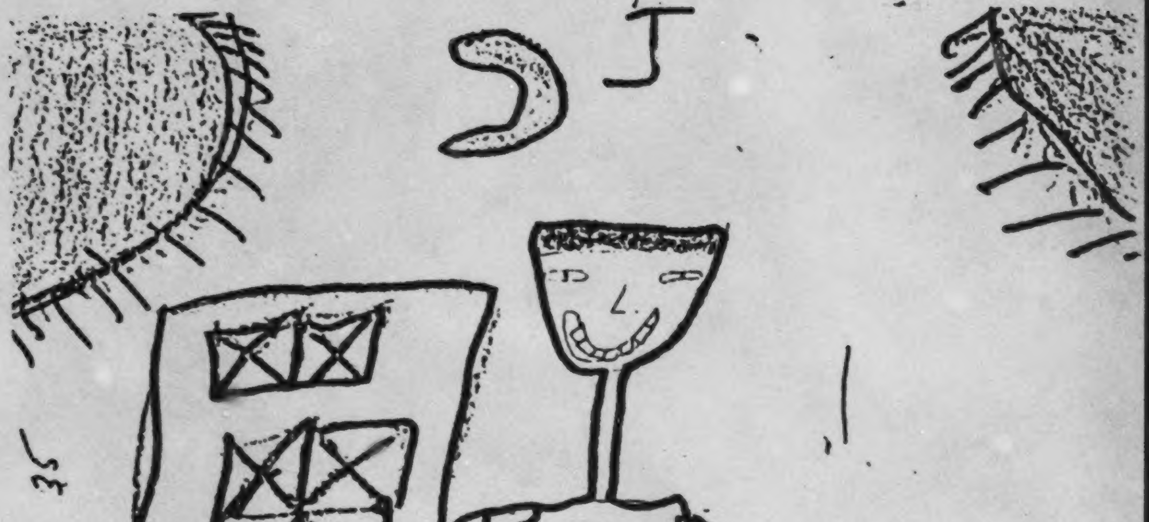

J

This is Wilson.

He is my friend.

I like him.

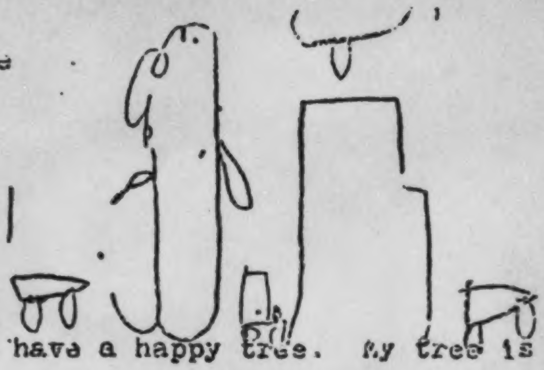
by Jesus Guillen
Grade one
Mrs. Garbos


35
12

My Special Tree

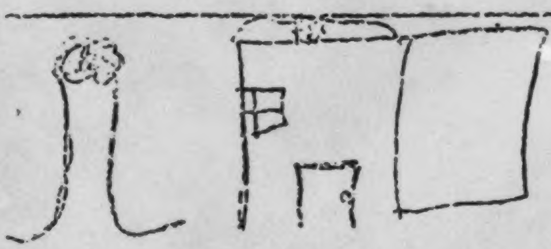
I have a pretty tree. It is a big tree. I climbed up it once. I love my tree. My tree is an Apple tree. I love my tree la, la, la. Come with me, I will show it to you La,La,La La. I like my tree.

Amie



I have a happy tree. My tree is nice. My tree is a Berry tree. I have an orange tree. I have a blue tree. I wish I had a brown tree. My tree is a happy tree.

Peter

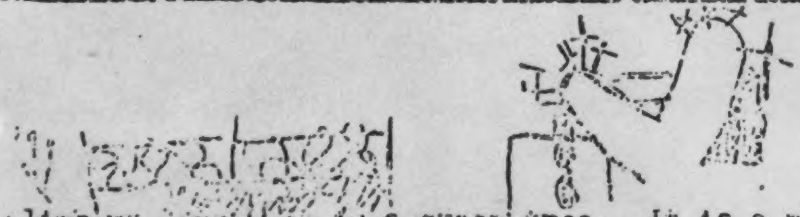


My tree is an orange tree. It has green leaves. My tree is a medium tree. It is a pretty tree. My tree is by my house. I love my tree. My tree will get big. My tree will get bigger than my house. The leaves are different colors. One day my tree will fall down. And then I will grow another.

Cindy

I have a tree. My tree is green. I go up it. It is a good tree. My tree is not On. I have a cat. He climbs up the tree. Trees are good. I like trees. Trees are trees.

J___



I climb my tree. It is a green tree. It is a nice tree. I like my tree.

Eddie

"Me and My Dad Are Driving in A Truck"

W , (#2), a Puerto Rican first grader, spoke no English upon arrival on the Mainland in September, 1979. In June, 1980, he was retained in first grade. One day he animatedly described how his truck-driver father had taken him along in his eighteen-wheeler. He seemed to learn English over the summer, and possesses artistic ability. The drawing was inspired by the New York trip.

His other drawings are impressive, as are the gains shown on his pre-and-post-tests. His homeroom teacher reports that he is generally happy, wants to learn, and is succeeding.

#2

W-----
LAST NAME FIRST

1
GRADE

80-81
SCHOOL YR

DATE OF BIRTH

TEACHER

C.A.T.
TEST NAME

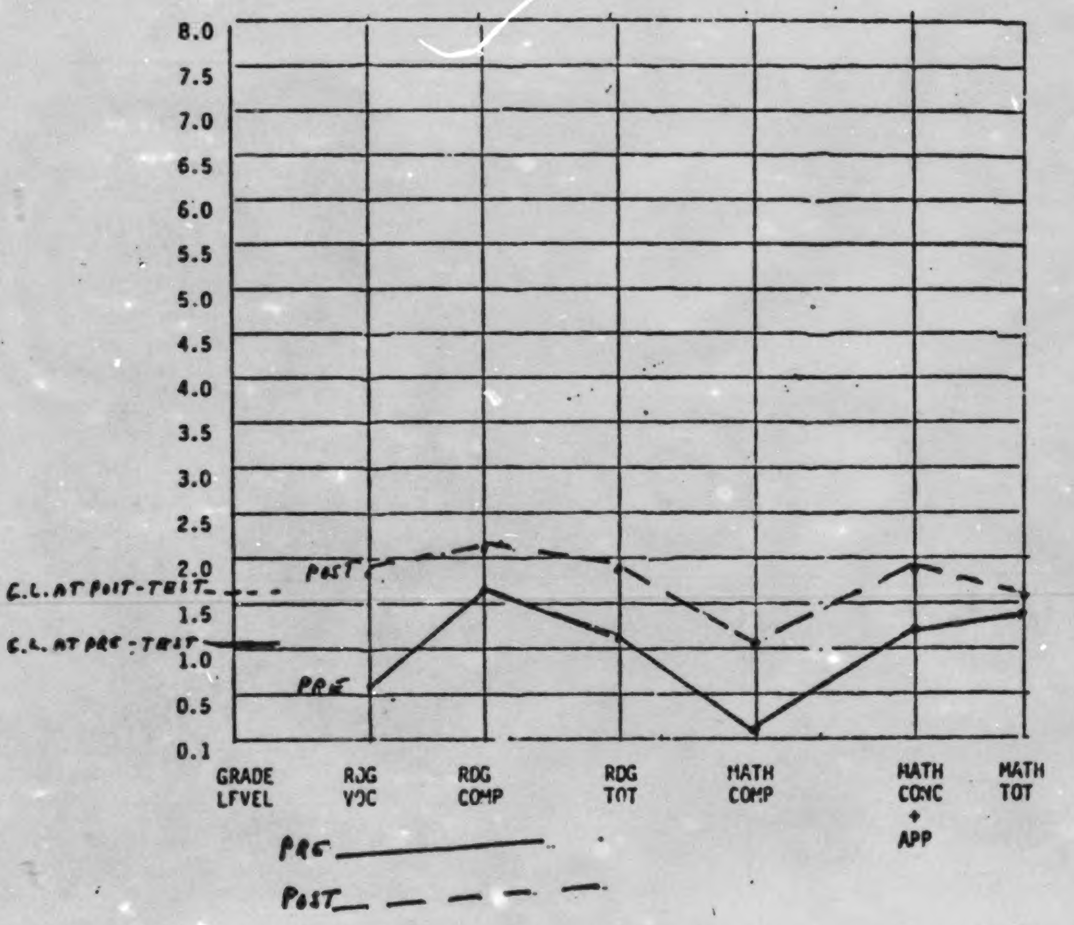
11
LEVEL

C
FORM

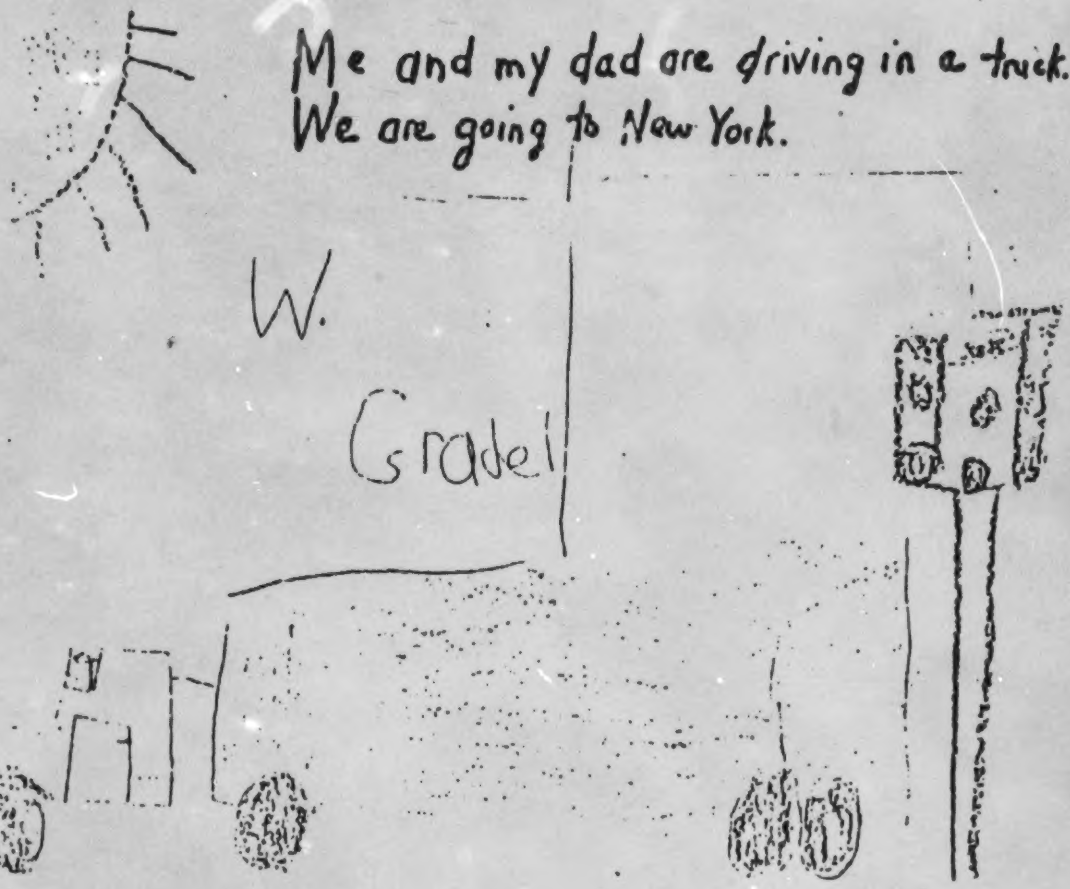
9/80
DATE PRE-TEST

3/81
DATE POST-TEST

	PHON ANAL		ST. ANAL		RDG VOC		RDG COMP		TOT RDG		MATH COMP		MATH CONC		TOT MAT	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	po
RADE EVEL	/	/	/	/	0.6	1.9	1.7	21	1.1	1.9	0.1	1.0	1.3	1.9	1.4	1.5
AT ILE	61	58	/	/	47	66	91	74	73	65	2	3	64	61	45	34



Me and my dad are driving in a truck.
We are going to New York.



My mom is beautiful.

She takes care of me.

She takes me with her to wash clothes and

shop.

And she loves me.

I love her.

by W [redacted]

Grade one Miss Forcella

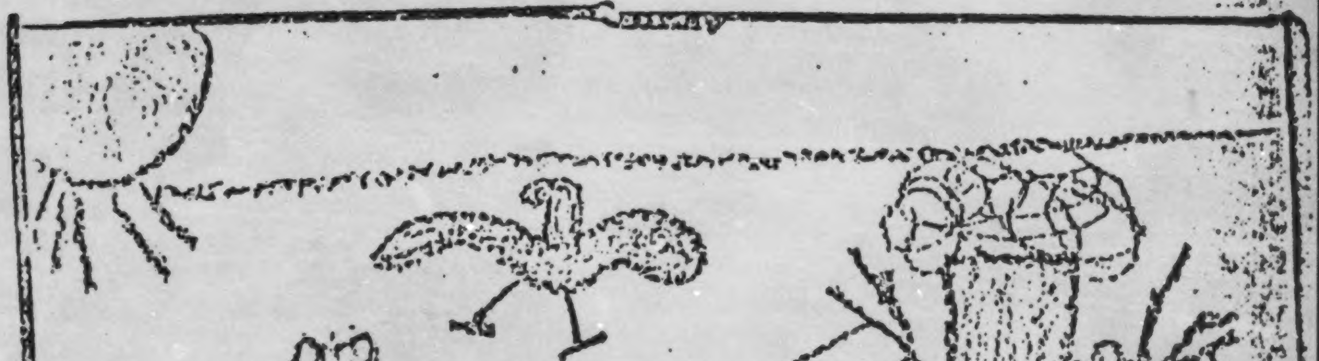
Insects of The World

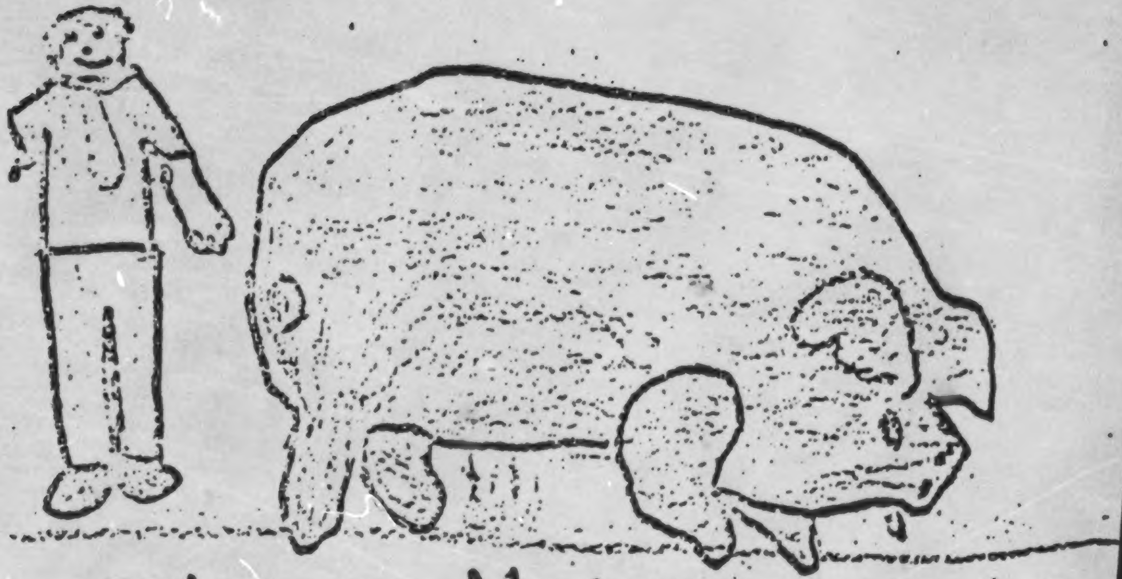
Today is a happy day.

It is sunny.

The birds are flying

W Grade 1

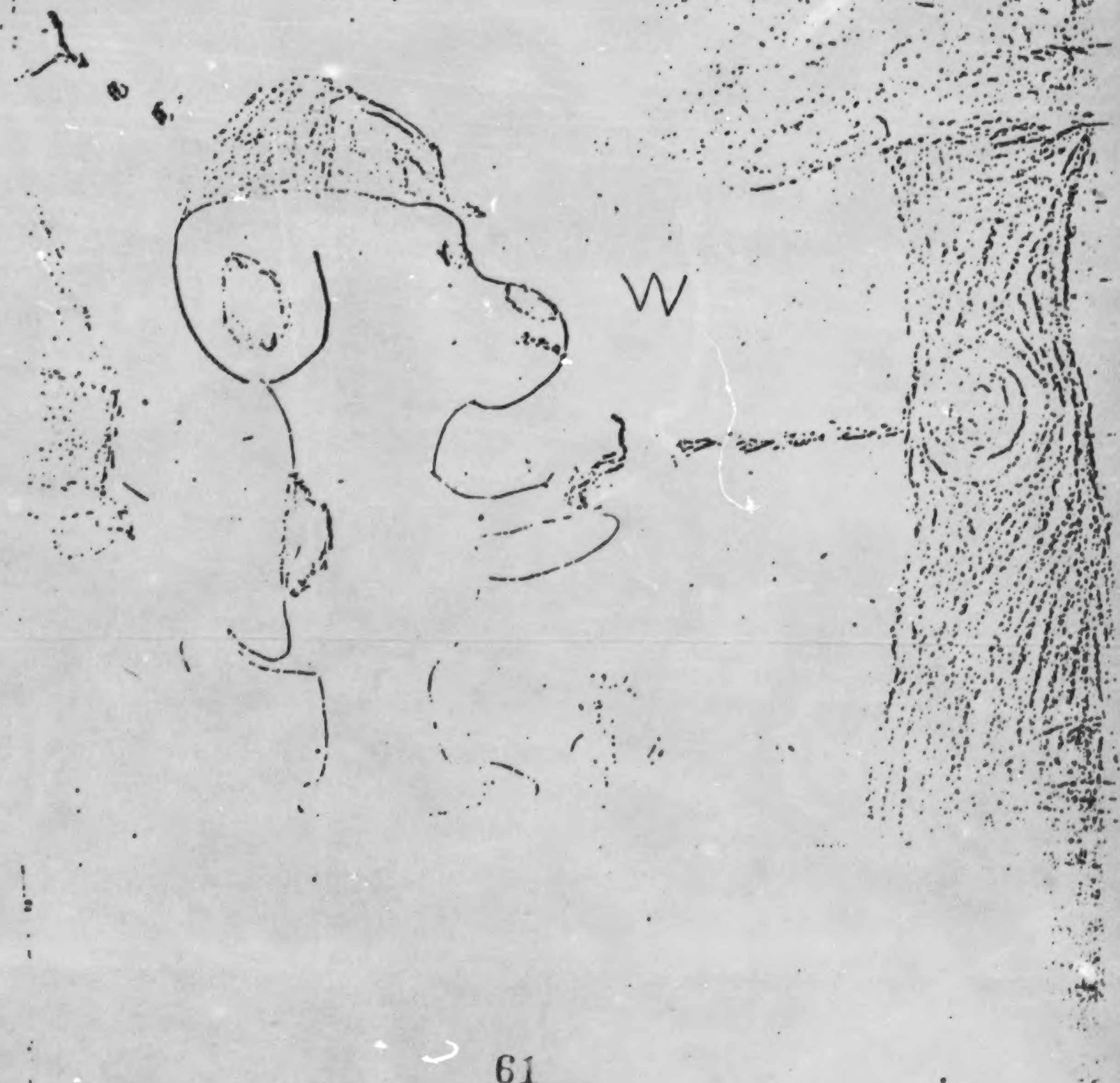

W



This is Mr. Lidman hearing the pig sizzle.

We are cooking the pig for Thanksgiving.

W____ ①


W

Snoopy is pretending he is a cop.
He is dreaming he shot a robber.
Here is his friend Jerry the Mouse
He came straight from the
refrigerator.
He is so fat.

by W____
Grade one Miss

"Can I Draw?"

D , (#3), whose family fled from a Communist-dominated country in Eastern Europe, spoke no English when she entered first grade in October, 1979. It was the first time she had ever attended school, and she usually appeared drawn, nervous, and frightened.

Her teacher and classmates were all very kind to her, and often a classmate accompanied her to the Center to act as a model in learning English. They led her there by the hand.

She gradually learned to follow commands in English, but never spoke until one day in January, 1980 she asked the researcher, "Can I draw?"

This was granted, and she soon learned the letters of her name. The researcher then began to read library books to her. Soon she was responding verbally and maintaining a lively interest,

The researcher supplemented classroom lessons in the basic readers Care, Dream, and Enjoy (American Book Co.). At first he read the pages to her, but she soon insisted on being the one to read, which she did very well.

The gains shown on her graph are impressive, Now she smiles often and begs either for an assignment or to read to the researcher.

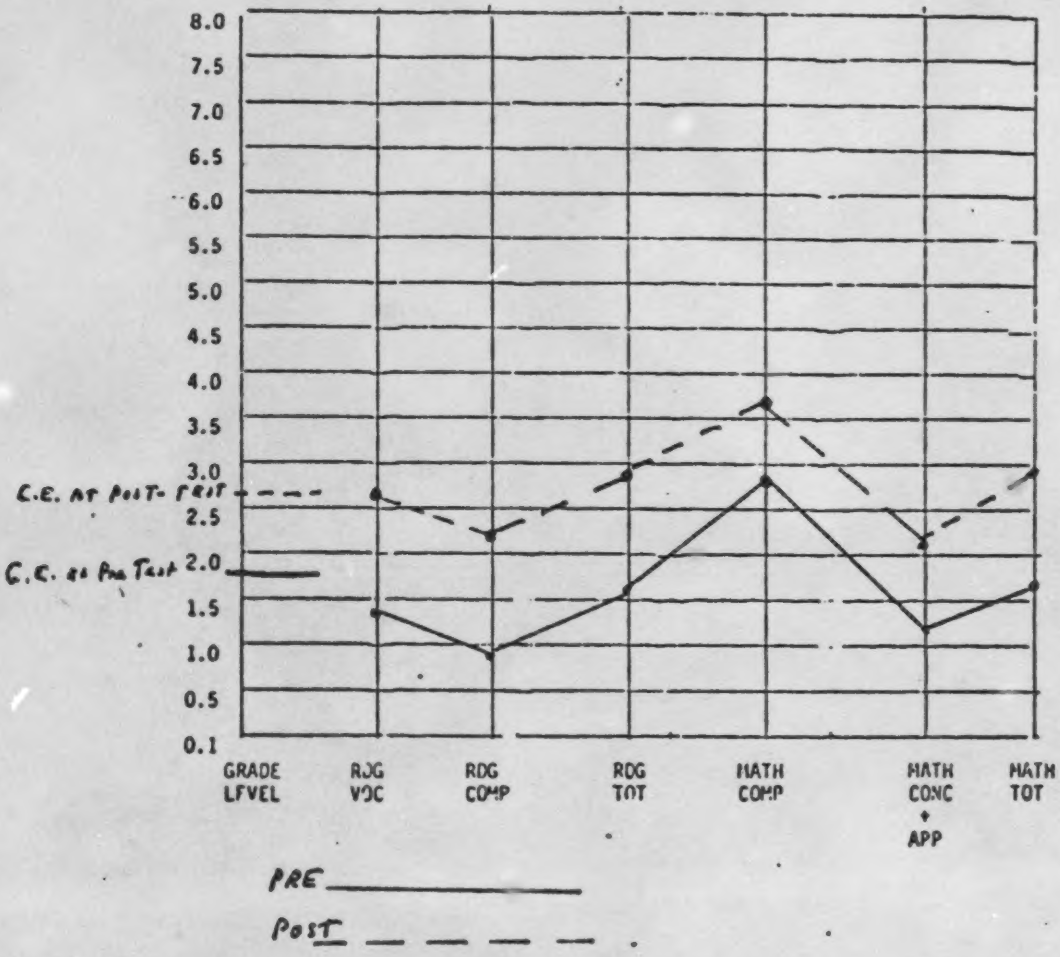
Though she did not create stories at the time of this writing, her drawings were impressive. None appear, since she insisted upon taking all of them home.

#3

LAST NAME D----- FIRST 2 GRADE 80-81 SCHOOL YR DATE OF BIRTH

TEACHER C.A.T. TEST NAME 12 LEVEL C FORM 4/80 DATE PRE-TEST 3/81 DATE POST-TEST

	PHON ANAL		ST. ANAL		RDG VOC		RDG COMP		TOT RDG		MATH COMP		MATH CONC		TOT MATI	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	po
RADE EVEL	/	/	/	/	1.4	2.7	0.9	2.2	1.6	2.9	2.9	3.7	1.2	2.1	1.7	2.9
IAT ILE		93		72	27	50	11	34	39	55	97	96	33	30	54	56



" I Came in A Great Big Airplane "

B , (#4), a Korean orphan, was retained in second grade as a result of severe academic deficiencies. During 1979-80, he did not understand English well, and was often dazed and uncommunicative. His attention span was extremely short and he could do no academic tasks.

His adoptive American family explained that he had been experiencing severe emotional trauma. When he had been found in an alley in Seoul, starving and filthy, he was foraging in garbage cans for food. They adopted him in February, 1978, through an agency, and when they did, he threw fearful tantrums, sobbing, screaming, and stomping hysterically.

At the April, 1980 conferences, they reported that, now he was calming down, that they themselves were all very patient and loving with him, and that three teachers (his second grade teacher, a Title I Math teacher, and this reporter) were having a calming, salutary effect. "You people are really winning him over", explained his father, a Vo-Tech teacher. "Yes", added his mother, "and it really shows at home. All the love and patience you're giving him is making him much easier to manage. Now he lets us hold him. He never used to. What a difference!"

When B began coming to the Center in October, 1979, he knew only that "I came in a great big airplane". His attention could not center on anything, nor could he perform any cognitive work. He did not know he was from Korea. He forgot his adoptive siblings' names. Once, when he saw two boys unknown to him with me in the Center he became very upset, sulked all morning, and refused to speak.

He refused to look at books, prefering to draw distractedly or play with a toy car he habitually brought along. Often, while sitting he poked his hand with a pencil point, at times puncturing the skin which he refused to allow anyone to treat. Habitually, he absently fingered his crotch.

One day, wordlessly, he stood on a chair and drew a huge grotesque fish on the chalkboard. It had an evil frown, its mouth framing wicked, pointed teeth. He could not or would not describe its meaning, answering queries with a grunt.

Then in January, 1980, he bagan to communicate with the researcher on a personal level. One day, for no apparent reason, he moaned that he was unhappy. When asked why, he explained that Spunky, his pony, was bucking. "See, he's bad", B said, "so I hit him". Seeming pleased to find a receptive audience, he described his farm jobs of feeding and brushing Spunky and the other horses.

As time passed, he talked more and more -- about his (adoptive) brother Chris' birthday party. (he wasn't sure if Chris was eleven or twelve.) He told how Spunky threw him, exhibiting ugly scrapes on arm and knee. He grumbled about J , whose job it was to get him up and off to school. "I don't like J ," he groused. Why not? "Cause I don't like to get up." He seemingly preferred the company of R , another sister in high school, who took him riding on Rachel, a mare. One day he burst out, "Mr. Lidman, guess what? Rachel's pregnant. She's gonna have a baby horse."

On February 11, for the first time, he knew the day and date, saying, "There's no school tomorrow (February 12, Lincoln's birthday)." One day, while the researcher was reading to another child he crept in unawares, shouting "AAHHH!!" "scaring" the researcher. "B ! B !" The researcher leaped to his feet, "frightened". "Oh, thank goodness, it's only my friend B . How you 'scared' me!"

For the first time, he smiled. It was a complete, winsome, infectious smile.

At the April, 1980 conferences his parents, homeroom teacher, and the Title I teacher agreed with this reporter that he should be retained. In May, for the first time, he began to sit tranquilly, continously, concentrating for the first time on pictures shown and stories read him. Though his interest was captured he could not express himself coherently, saying things like, "See them peoples flying with their blanket," or "What is there things on him face?" Once he said, "No airs like that could break our house down." He continued to grumble about J getting him up, though there were never any personal complaints. When given a series of first grade reading tasks, he was totally unable to perform. The same with math.

One June morning he asked to hear a Snoopy book. He thoroughly enjoyed it, often asking questions or making comments. A cat story followed and again it held his attention. He traced a picture from it and stapled it to the bulletin board, saying, "I like cats," but would not allow it to be printed on his picture. Another day he clearly perceived figure-ground contrasts of camoflauged shoes.

On the last day of school he spied me through the open window of his bus. He stuck out his head shouting,"So long Mr. Lidman!" I waved. He waved back. Again a total, infectious smile.

In September he began to communicate more freely and lucidly than ever. He animatedly described the eggs he had gathered and which J had cooked. He ran for the bus, he said, and Bear (his cat) had run away. In the Center he played contentedly alone, on the carpet, assiduously and skillfully constructing airplanes, trucks, or cars from lego or tinkertoy. He described a snapping turtle he had caught and how J broke her leg. It was then that he took his pre-test and scored at kindergarten level (see his graph on page 62).

In December he was still unable to do academic work but seemed reasonably content. In January the abaci were procured and he was shown for the first time how to count to ten. He caught on quickly; then to twenty; fifty; one-hundred. He was shown how to add and subtract on the abaci and on the meter stick. Again, he caught on quickly. He equally quickly learned to add three addends, and soon discarded the abacus and meter stick for his fingers. The poking of his hand with the pencil ceased, as did the masturbating. There have been no complaints about J .

Then one day in January he dictated the names of his family and their pets. I immediately read them and he immediately re-read them correctly, willingly. (See page 66) When his class went out to play in the snow he dictated the story on page 67, then the one on page 68, later the "scrambled eggs" and "birthday" stories on pages 69 and 70.

In February he wrote the summaries dated February 23 and February 27 independently, asking help only for the spelling of "spiderman" and "gyroscope". They appear on pages 71 and 72.

Though he could not yet do his reading workbook he showed increasing interest in reading. When I read him Cheeky Chipmunk and Mooneymouse his interest was total. He insisted on reading passages aloud--and did so with surprising accuracy. When a strange word was explained he repeated it and recognized it the next time it appeared. He took both books home for J to read to him.

In March he unexpectedly picked up a copy of Care (the first primer) and read several stories to me, laughing heartily at pictures he found amusing, relating them to his own life. Dream, the next in the series followed and was quickly mastered. He then began the studybook for Enjoy, mastering as many as a dozen pages a day. At first he asked for help with directions but now says, "I don't need any help, Mr. Lidman. I can do it." He beams at the stars and "happy faces" given him as rewards.

His classroom teacher reports that he participates meaningfully in class discussions and games. He studies the weekly spelling words with J and is doing well on them. His tantrums have completely disappeared. He now, say his parents, treats Cuddles, the new cat he found with affection rather than abuse, as he did Bear. He says Cuddles sleeps next to him.

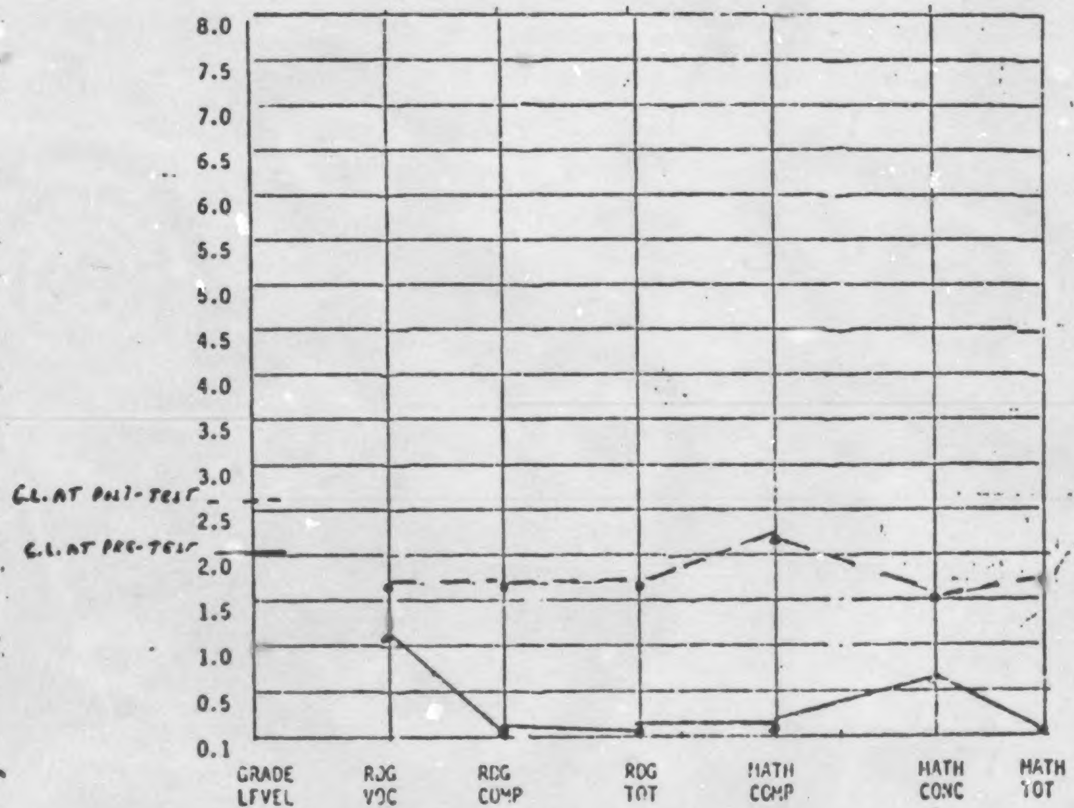
He relates to other children, accepts direction and correction, and enjoys his schoolwork. One day, for no apparent reason, he wrote, "I am a happy boy." His gains in creative writing, reading, general language, self-image and attitude certainly reflect it.

B LAST NAME FIRST 2 GRADE 80-81 SCHOOL YR DATE OF BIRTH #4

Mrs. Healy TEACHER C.A.T. TEST NAME 11 LEVEL C FORM 9/80 DATE PRE-TEST 3/81 DATE POST-TEST

	PHON ANAL pre	post	ST. ANAL pre	post	RDG VOC pre	post	RDG COMP pre	post	TOT RDG pre	post	MATH COMP pre	post	MATH CONC pre	post	TOT MAT pre	po
GRADE LEVEL	/	/	/	/	1.2 *	1.7	0.1	1.7	0.1	1.7	0.1	2.2	0.6	1.5	0.1	1.8
NAT %ILE	N/A	N/A	N/A	N/A	1	N/A	1	N/A	1	N/A	1	N/A	12	N/A	4	N/A

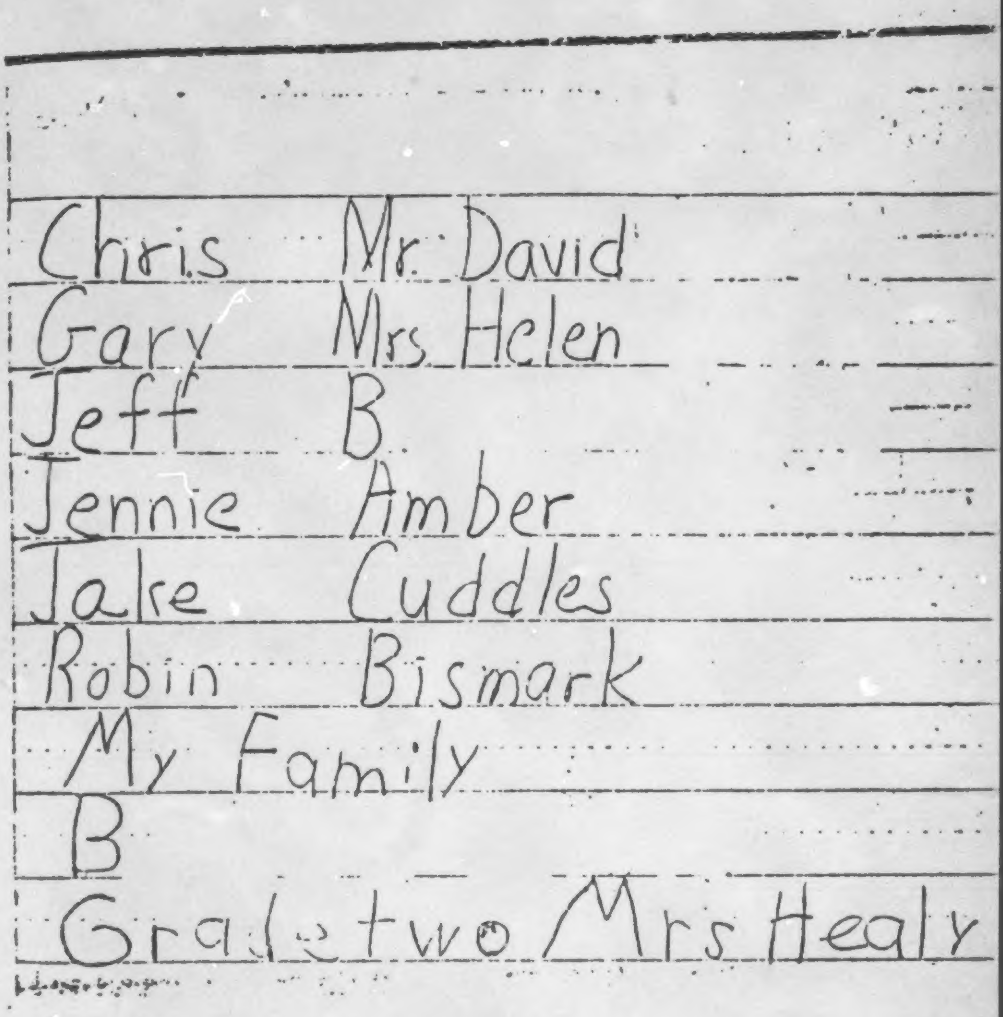
Retained in second grade



* answers marked at random - score not reliable

PRE ________

POST _ _ _ _ _



Chris Mr. David
Gary Mrs Helen
Jeff B
Jennie Amber
Jake Cuddles
Robin Bismark
My Family
B
Grade two Mrs Healy

D

I was making a snowman.
We were rolling snow.
We were packing it.

Grade two
Mrs. Healy
January 19, 1981

B

Grade two Mrs Healy

Friday, January 23, 1981

I like to play with my walk-tatikie

I like to play with mx robot.

I like to play with my Jet.

I like to play with my airplane

I like to play with my helicopter

B Grade two

Mrs Healy

Tuesday January 27, 1981

Scrambled Eggs

They are easy to make. You crack it and put it in a bowl and you mix it up and you put it in a frying pan.

Monday Februay 23, 1981

I used my gyroscope at home.

I used a spiderman.

I used a water rocket.

I used my car

I used my boat.

I used my dart.

I used my dart gun.

Friday Febrarry 27, 1981 W
✓

I Was riding a Pony. 1. 2

I Was Watching a TV. 3 4.

I Was feeding an animal. 5 6

I Was Playing a game. 7 I

I was riding a bike. S

wednesday March 4, 1981

My new Words

1. laugh
2. air
3. Pair
4. Stair
5. Stairs
6. Chair
7. Chairs

I Was happy because I
Saw My mom.

"He Tunes Me Out"

A (#5), a Mexican-born third grader, lost a full year in his reading vocabulary, a month in reading comprehension, and often appeared unhappy. He would not or could not create stories. Instead he preferred only to draw or trace pictures of his passion--dinosaurs.

Did the program fail him?

His great aunt and aunt who were raising him (no explanation was either given nor requested about the whereabouts of his parents) availed themselves of the trust and confidence established by the researcher to confide, "A is restless and depressed at home. He has been like that ever since he got in his present class." They were very upset. They demanded to know if his teacher were prejudiced against him.

The researcher, too, wanted to know, and one morning angrily confronted this teacher in the principal's office. He requested that A be transferred and although it was not effected, her treatment of him apparently softened. Although the complaints of depression and restlessness ceased, there was little improvement in his schoolwork.

"The problem," his teacher complained, "is that he doesn't listen to me. He talks all the time. He doesn't pay attention. He tunes me out." (Was this teacher describing the classic symptoms of bored, unhappy children?)

In retaliation, perhaps, A was limited to only thirty minutes a day in the Center and usually arrived too late for effective instruction. Sometimes he never came at all.

His teacher explained, "He doesn't finish his work. So I don't let him go."

Seldom did he bring assignments and on several rare occasions when he did, she admonished the researcher, "You are not to help him." On two separate occasions when the researcher did help,she tore up his papers with the explanation, "You helped him, so I couldn't give him a grade."

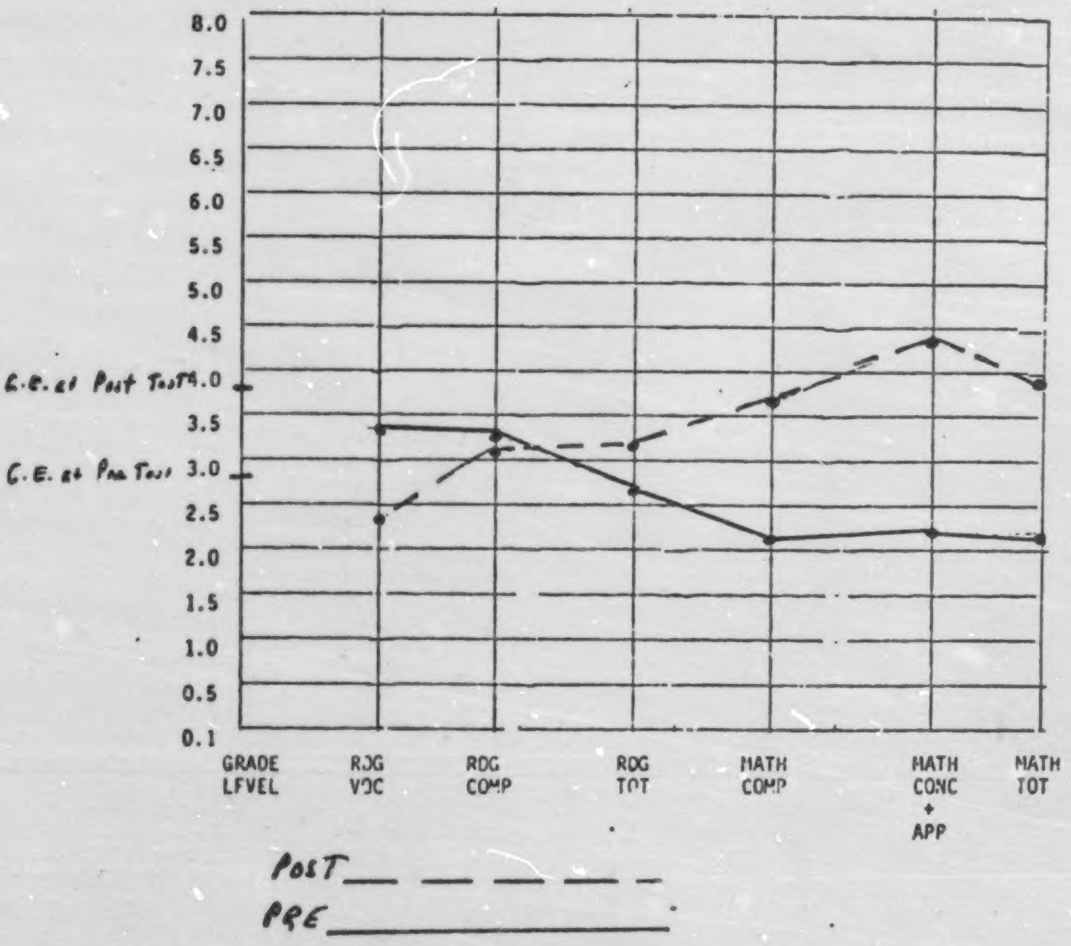
A habitually begged-pleaded-not to be sent back to his homeroom.

Since this teacher obviously refused to cooperate with the program, and since all other teachers did, and since all other children gained in all areas, it will be assumed that success in this type of program is a function of cooperation between homeroom teachers and the Bilingual Teacher. Her opposition was demonstrated once when she loudly berated a secretary by shouting, "Why should 'they' have all these programs? My grandparents didn't have them when they came here. Let them learn English--or go back."

A------ LAST NAME .RST
3 GRADE
80-81 SCHOOL YR
DATE OF BIRTH
#5

Mrs. Lederman TEACHER
C.A.T. TEST NAME
13 LEVEL
C FORM
4/80 DATE PRE-TEST
3/81 DATE POST-TEST

	PHON ANAL pre	PHON ANAL post	ST. ANAL pre	ST. ANAL post	RDG VOC pre	RDG VOC post	RDG COMP pre	RDG COMP post	TOT RDG pre	TOT RDG post	MATH COMP pre	MATH COMP post	MATH CONC pre	MATH CONC post	TOT MATH pre	TOT MATH pos
ADE VEL					3.3	2.3	3.3	3.2	2.6	3.2	21	3.7	2.2	4.4	2.1	3.9
T LE		56		40	63	17	41	36	47	34	16	46	33	67	24	57



"They Tune Me Out"

M (#7) and M (#8), had spent third grade (1979-80) in the same teacher's class and were retained. "The problem with them,"she explained, was that "They don't listen to me. They talk all the time. They don't pay attention. They tune me out."

These are the same complaints registered against A . Were they, too, the classic symptoms of bored, unhappy children?

There have been no such complaints against the two girls this year. By contrast their homeroom teacher has praised them warmly both for their work and for their positive attitudes. The gains of both children in reading of more than one full year is shown on the graphs which follow.

Both have spent generous time in the Center, bringing assignments for tutoring. They have often brought guests. Their confidence and achievement has increased steadily. They are always happy to come to the Center, and always happy to be back in homeroom.

The two summaries on page 79 and 80 are by one girl. (The other had a broken finger and has been unable to write.) They reflect the same solid academic gains, general language gains, and self-image improvement that this year's homeroom teacher has indicated along with this reporter.

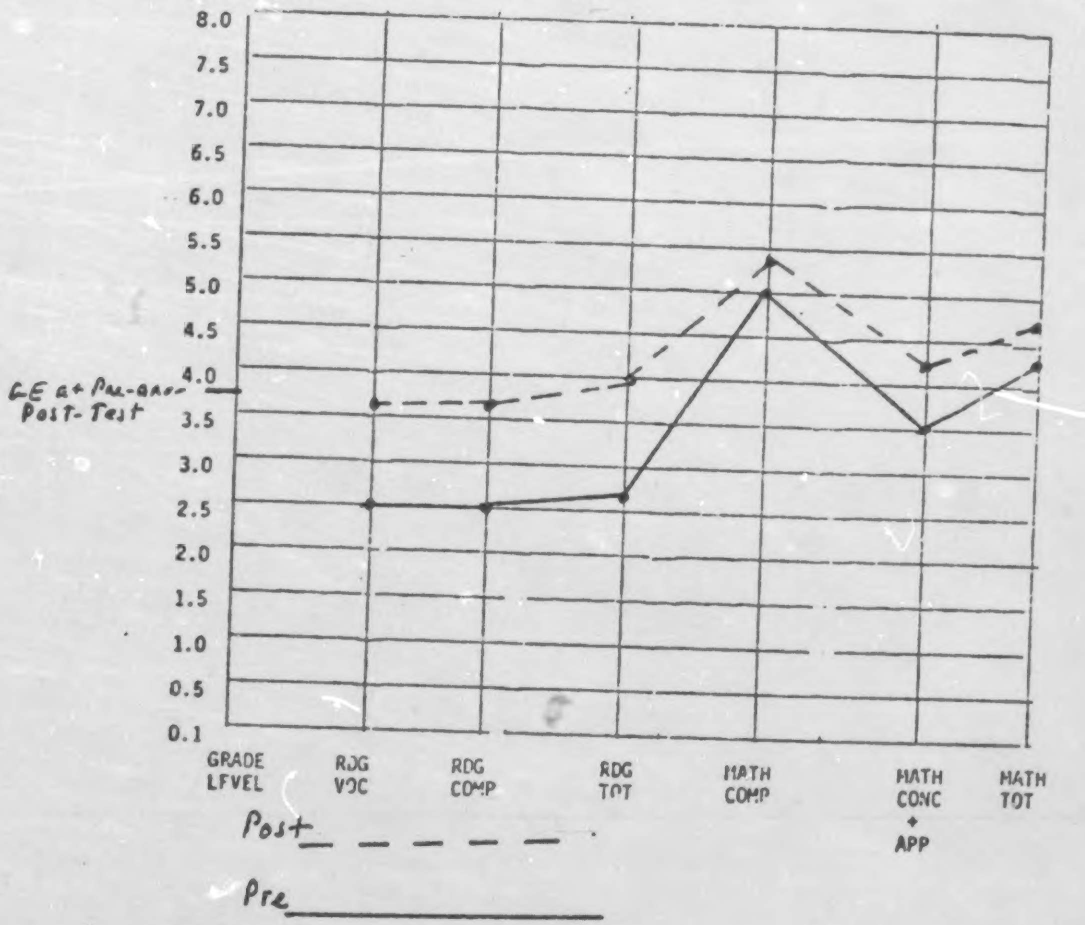
#7

LAST NAME M FIRST ______ 3 GRADE 80-81 SCHOOL YR ______ DATE OF BIRTH

Mrs. Pier TEACHER C.A.T. TEST NAME 13 LEVEL C FORM 4/80 DATE PRE-TEST 3/81 DATE POST-TEST

Retained in grade 3

	PHON ANAL pre	PHON ANAL post	ST. ANAL pre	ST. ANAL post	RDG VOC pre	RDG VOC post	RDG COMP pre	RDG COMP post	TOT RDG pre	TOT RDG post	MATH COMP pre	MATH COMP post	MATH CONC pre	MATH CONC post	TOT MAT pre	TOT MAT po
RADE EVEL	/	/	/	/	2.5	3.6	2.5	3.6	2.7	4.0	5.0	5.3	3.5	4.2	4.3	4.7
IAT ILE		63		88	22	47	22	47	24	58	91	95	44	63	68	81



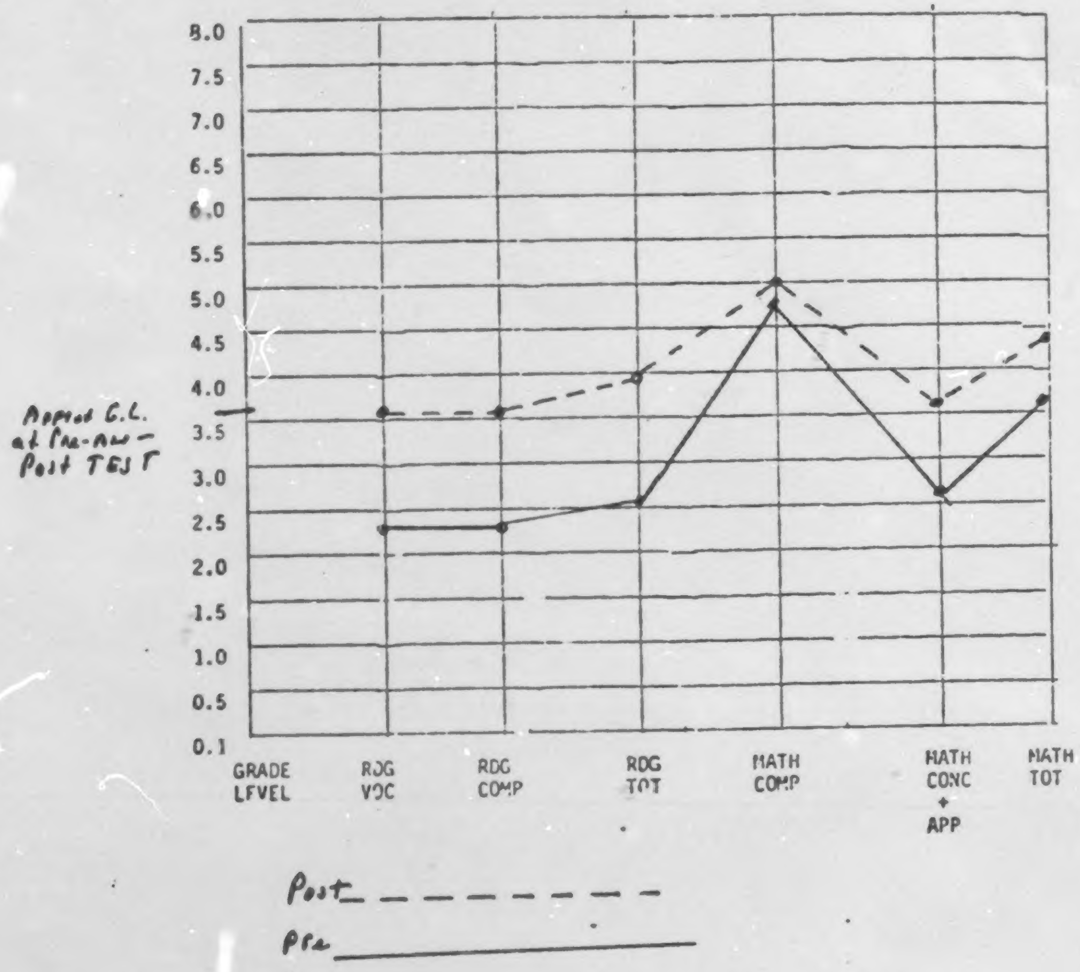
#8

LAST NAME M FIRST — 3 GRADE 80-81 SCHOOL YR DATE OF BIRTH

Mrs. Pier TEACHER C.A.T. TEST NAME 13 LEVEL C FORM 4/80 DATE PRE-TEST 3/81 DATE POST-TEST

	PHON ANAL pre	PHON ANAL post	ST. ANAL pre	ST. ANAL post	RDG VOC pre	RDG VOC post	RDG COMP pre	RDG COMP post	TOT RDG pre	TOT RDG post	MATH COMP pre	MATH COMP post	MATH CONC pre	MATH CONC post	TOT MAT pre	TOT MAT po
RADE LEVEL	/	/	/	/	2.3	3.6	2.3	3.6	2.7	4.0	4.8	5.0	2.7	3.7	3.7	4.4
IAT ILE		43		12	17	47	17	47	24	58	87	91	20	74	49	71

Retained in Third Grade



M

March 27, 1981

Today I did my math and English.
Today we have music.
I like music.
We have music at 10:20.
Mr. Lidman is nice to me.
Jennifer is my best friend.
I like her.
Sometimes I call her.
Sometimes she calls me..
Yesterday I had gym. I like gym
I like my teacher. She is nice to me
Her name is Mrs. Biro
The End.
by M

March 24, 198

Today I did my math.
It was x tables.
I like x tables.
Today I did worksheets with
Mr. [illegible]dman.
I filledsome words in my worksheets.
I read in my reading book.
It was about a boy who
wanted a whistle.
And I read another book about
~~my~~ teacher.
Today we had a test.
We did not finish it.
But tomorrow we will finish it.
Today I have art at 1:25 to
2:00.
And I go to lunch at
11:30 to 12:15.

The
End.

"Instead of The Other Kids Helping Him He Helps Them"

Significant gains were scored by R , (#6), A Puerto Rican, non-English-speaking third grader who arrived on the Mainland and in Jackson in September, 1980. His pre-test was CTBS en Espanol, his post-test the CAT (in English). His 2.7 reading vocabulary, 3.6 reading comprehension, and 3.4 total reading thus represent gains in his second language, as well as in the reading skills tested.

His parents confided at the April conferences (where the researcher interpreted) that they had been deeply concerned about his social adjustment. "He is shy," they said, "and we are worried about prejudice by the other kids." "No problem," his teacher answered, "he is one of the best-liked kids in the class. He does beautiful drawings and the kids love them. When they choose sides for a game outside they always want him to be captain. He tells everybody where to play. Shy? Never."

"And," she continued, "they all used to help him with his reading. Now, he sits in all three reading groups and instead of the other kids helping him, he helps them."

To establish R comfortably in school, the researcher had interpreted for his mother at registration, explaining vital information to them in Spanish. On introducing R to his classmates, the researcher read them a story in Spanish.

When they did not understand, the researcher explained that R 's problem was the opposite of theirs--he understood Spanish but no English.

"How did you feel when I read you that story in Spanish?" they were asked.

The answers came back. "Weird!" "Stupid!" "I couldn't tell what you were saying."

How would R feel in surroundings where he could not understand??

"The same, I guess." "Yeah, we'll be good to him". "Cause now we know how he feels." They were true to their word.

It is felt that this initial social acceptance and empathy is part and parcel of his gains. Both his parents agreed and were generous in their gratitude and praise of both the homeroom teacher and this researcher.

His original story, written in English, follows on page 84. His graph is on page 83.

LAST NAME R_ _ . _ _ _ FIRST

3 GRADE

80-81 SCHOOL YR

DATE OF BIRTH

#T

Mrs. Pier TEACHER

C.A.T. TEST NAME

13 LEVEL

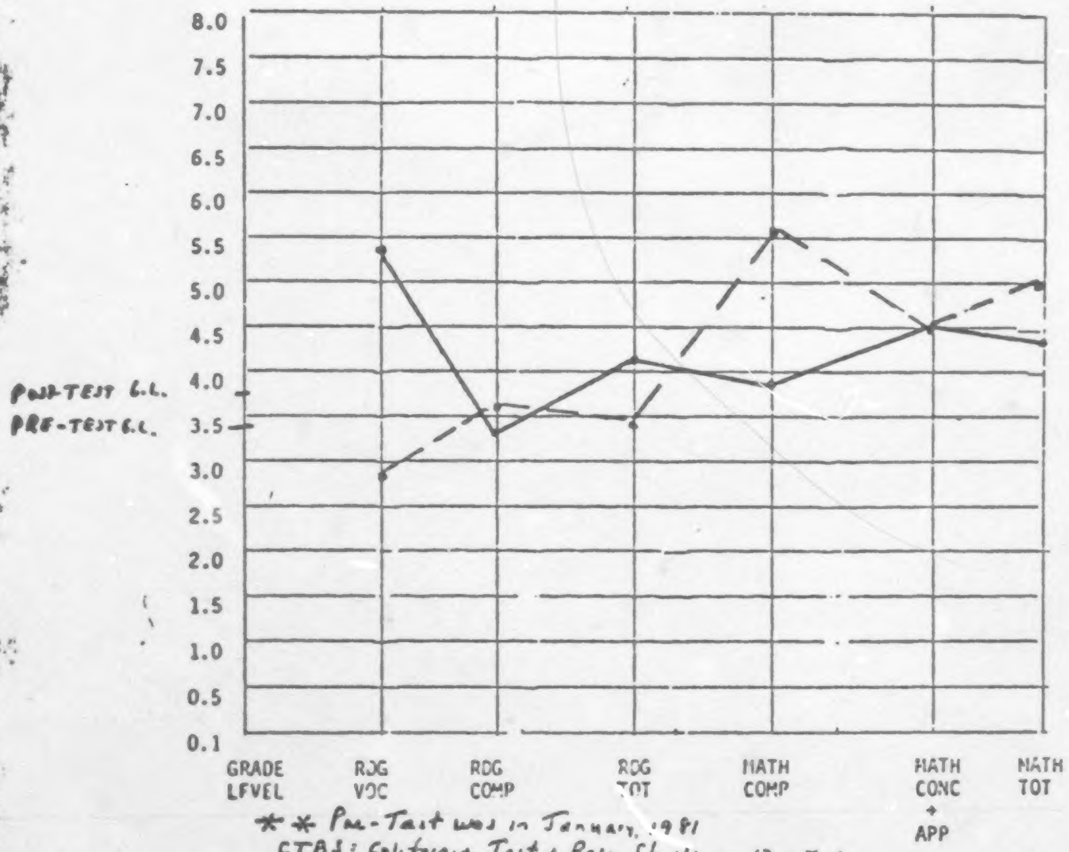
C FORM

9/80 ** DATE PRE-TEST

3/81 DATE POST-TEST

Pre Test was CTBS en Español

	PHON ANAL pre	PHON ANAL post	ST. ANAL pre	ST. ANAL post	RDG VOC pre	RDG VOC post	RDG COMP pre	RDG COMP post	TOT RDG pre	TOT RDG post	MATH COMP pre	MATH COMP post	MATH CONC pre	MATH CONC post	TOT MATI pre	TOT MATI pos
GRADE LEVEL	/	/	/	/	** 5.4	2.7	** 3.3	3.6	** 4.1	3.4	** 3.9	5.6	** 4.5	4.5	** 3.9	5.0
NAT %ILE	/	/	/	/	** 94	27	** 56	47	** 77	39	** 51	97	** 70	70	** 59	87



** Pre-Test was in January 1981
CTBS: California Test of Basic Skills en Español
Could not take test in English
Post-Test represents impressive gains in English

POST — — — — — —
PRE ______________

My Trip in New Jersey

When I came to New Jersey I didn't Know how to speak English When I came to Switlik School I didn't have any friends but now all the class room are my friends Mr. Lidman taught me how to speak English. and now I know alot of English

The End

"I Couldn't Hardly Understand Nuthin'"

M (#9) arrived from Mexico seven years ago, speaking no English. School was a threatening thicket of confusion. He told the researcher, "I couldn't hardly understand nuthin, so I didn't hardly do nuthin'. Cuz I didn't even hardly know what wuz goin' on." Since he was a quiet, submissive boy, save for one retention, he was always "socially promoted".

He began instruction in October, 1979, while in third grade. There was scant progress, even while receiving one-on-one tutoring.

Then in April, 1980, M heard a horse story. He became very excited. "Lookit that, Mr. Lidman!" he exclaimed, indicating a chestnut mare. "In Mexico my father caught a horse just like that and he tamed her and rode her and everything., My uncle gots (sic) it now. Can I trace it?

He traced the chestnut mare and colored the tracing. "Nice work, M ," I said, "Let's hang it on the bulletin board. But how will people know it was your father's horse and how he caught her? Tell me the story and I'll type it for you." He did. It is shown on page 88 .

M was thrilled when it was displayed on the bulletin board. It did not bother him that he was unable to even copy the story at the time (much less read it.) His father and mother attended a night meeting, saw it, and also were thrilled and proud. That seemed to awaken some interest and perhaps confidence in M .

He passed to fourth grade (another social promotion). By this time he had become able to copy and read the words of his original story. The instructional activities continued as described in this paper with little progress until one day M brought in a Bennett Cerf book of jokes.

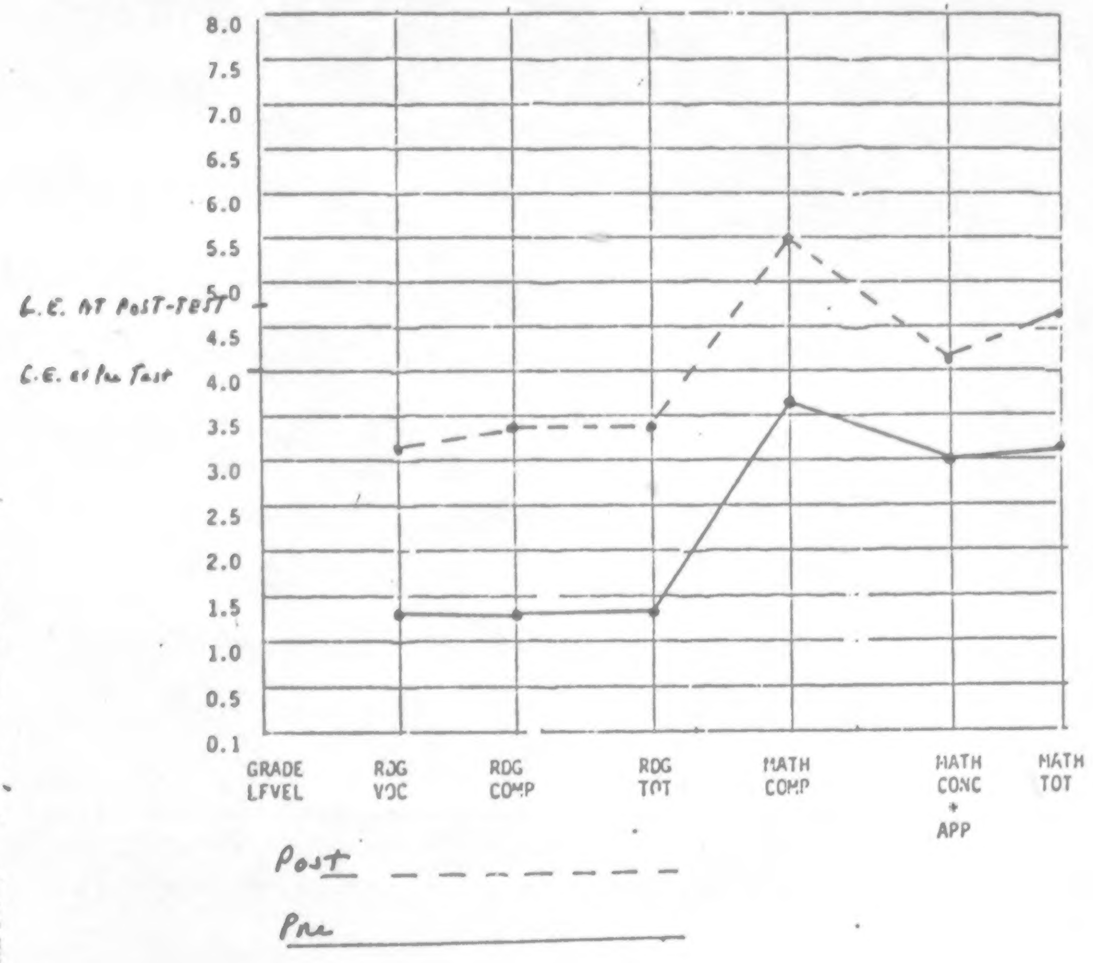
At first he needed help, received it from the researcher, and roared with laughter at the first joke. He re-read it several times, then proceeded to the next joke . This was easier! He continued until finally, jokebook in hand, he was sprawled facedown on the carpet, reading aloud and chuckling. At times he laughed so hard his whole body shook.

But he was reading. Dramatically, his reading and classwork began to improve.

His steady and remarkable progress is shown on the graph on page 87 , and in the book reports on Caps For Sale (page 89 , and Feeding Time At The Zoo (page 90) which he dictated. He wrote Jasper Come Back (page 91) independently. His first copy was error-filled, corrected with him by the researcher, and re-read. He now writes summaries independently.

LAST NAME	M	FIRST		4	GRADE	80-81	SCHOOL YR		DATE OF BIRTH			
Mrs. Donlan	TEACHER	C.A.T.	TEST NAME	14	LEVEL	C	FORM	9/80	DATE PRE-TEST	3/81	DATE POST-TEST	#9

	PHON ANAL pre	PHON ANAL post	ST. ANAL pre	ST. ANAL post	RDG VOC pre	RDG VOC post	RDG COMP pre	RDG COMP post	TOT RDG pre	TOT RDG post	MATH COMP pre	MATH COMP post	MATH CONC pre	MATH CONC post	TOT MAT pre	TOT MAT po
RADE EVEL	/	/	/	/	1.3	3.1	1.3	3.4	1.3	3.4	3.7	5.5	3.5	4.1	3.6	4.7
AT ILE	/	/	/	/	1	16	1	23	1	20	40	72	37	36	37	51



My father saw a wild horse.

He lassoed the horse with a rope.

He tamed the horse.

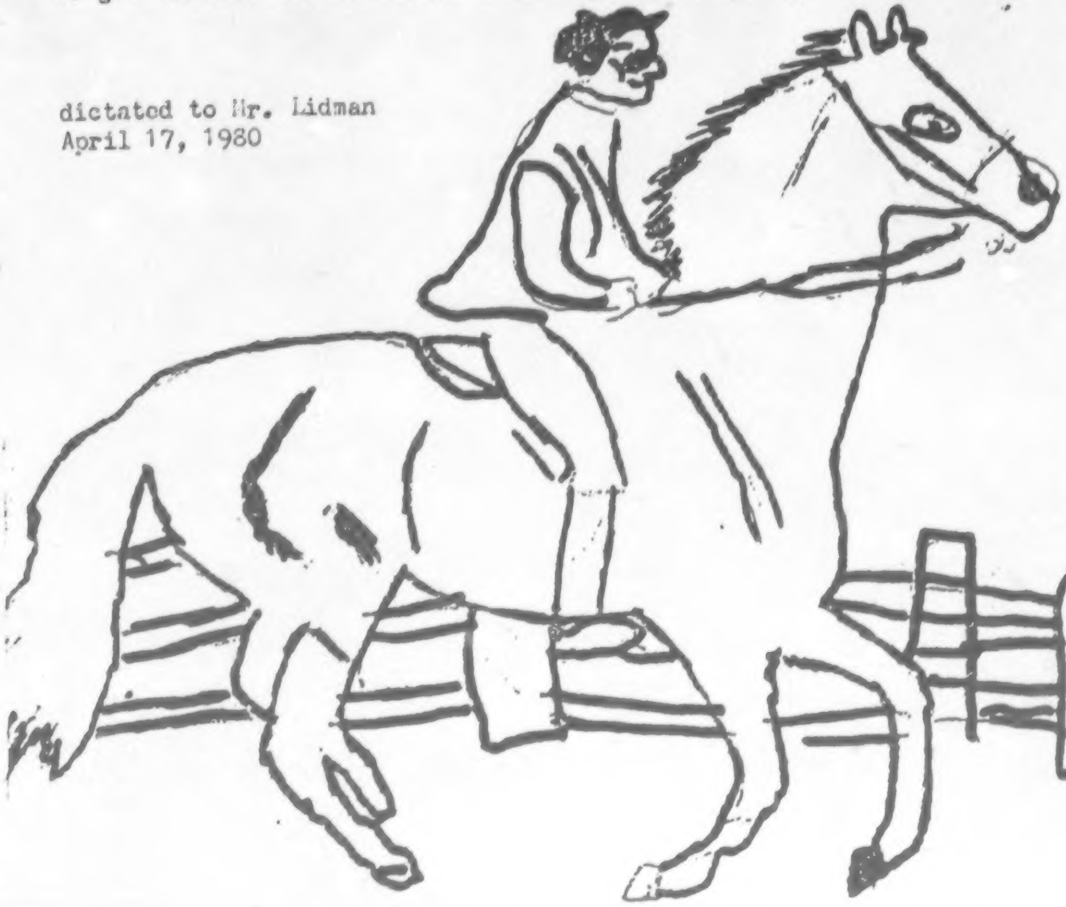
Now he can ride the horse.

He named her "Bebe" which is a Spanish word for "baby".

He goes faster when he is old than when he was young.

by R.
Grade 3
Mrs. Pier
Switlik School

dictated to Mr. Lidman
April 17, 1980



Grade 4

M Mrs Donlan

once Ther was a man that sold caps
He wakd up and down The street and called
caps for sale one time he got
tier He went to sleep on a tree.
in a will he woke up he tech his
caps his fownch caps
and his Brown caps
and his wite caps
and his gray caps
and last he red caps
then he went bake
to sleep in awill he wokewoke up anen
He tuck up he bid mot have His caps on his he
then he looked up. ther war monkes on the
he sted give mn bake my caps the monkeys
onleysied Tsz tsz tsz. then the peddiergat
made then he Kelkt arake all tact the
monkeys Did is Tsz Tsz Tsz. he wokdDO
h then the monkey brapd the caps first he
pickup his Browncaps then he pickup hiswhita
then he piak up his gray caps
Then he pick uphis redcaps
then H wakd anen to sale caps

A++ 90

M

one time a boy and his dad went to see what the animals do.

First he went to the owl and started howl. Then they went to the bears. The bears started to growl.

Then they went to the kangaroo and the kangaroos started to scram.

Then they went to the giraffes. They bumped and they got lumps.

Then They went to the crocodile and He was thrashing his tail.

Last they saw the lion. The lion was mad and hungry.

Then the boy went to get the zookeep r. But the zookeeper was asleep. While time passed the boy tried to wake up the zoo keeper. The zoo keepes came out with pajamas. His watch stopped. He did't know what time he was suposed to feed the animals so the boy and his father helped the zookeeper feed the animals.

Jasper Come bock

It was about Jasper Jasper was a black and white Cat. one day th family went to St. Louis to a job f. Jaspers owner.

And at the way going to St. Loui a truck was going on the wrong side and the car slid and hit the bank And Jasper jumped out the car window and ran. And sue and Jo ran after Jasper but they couldn't find him so sue's and Joe's father said that they had to be in St. Louis by tomorrow After the job they went to the same road. And Joe said that this was the bank that Jasper jumped out. And sue saw on a rock a black and white skinny cat.

It was Jasper
And they went home

by M
Grad 4
Mrs. Danlan

N

Only a brief resume of N (#10), a Puerto Rican fifth grader born in Newark, who entered Jackson in December, 1980, will be traced. She is thought to need support for her self-image, development of her general language, and instruction in reading and writing. She speaks Spanish in her home. This may account for her relatively low scores in reading vocabulary and reading comprehension as shown on her graph on page 93.

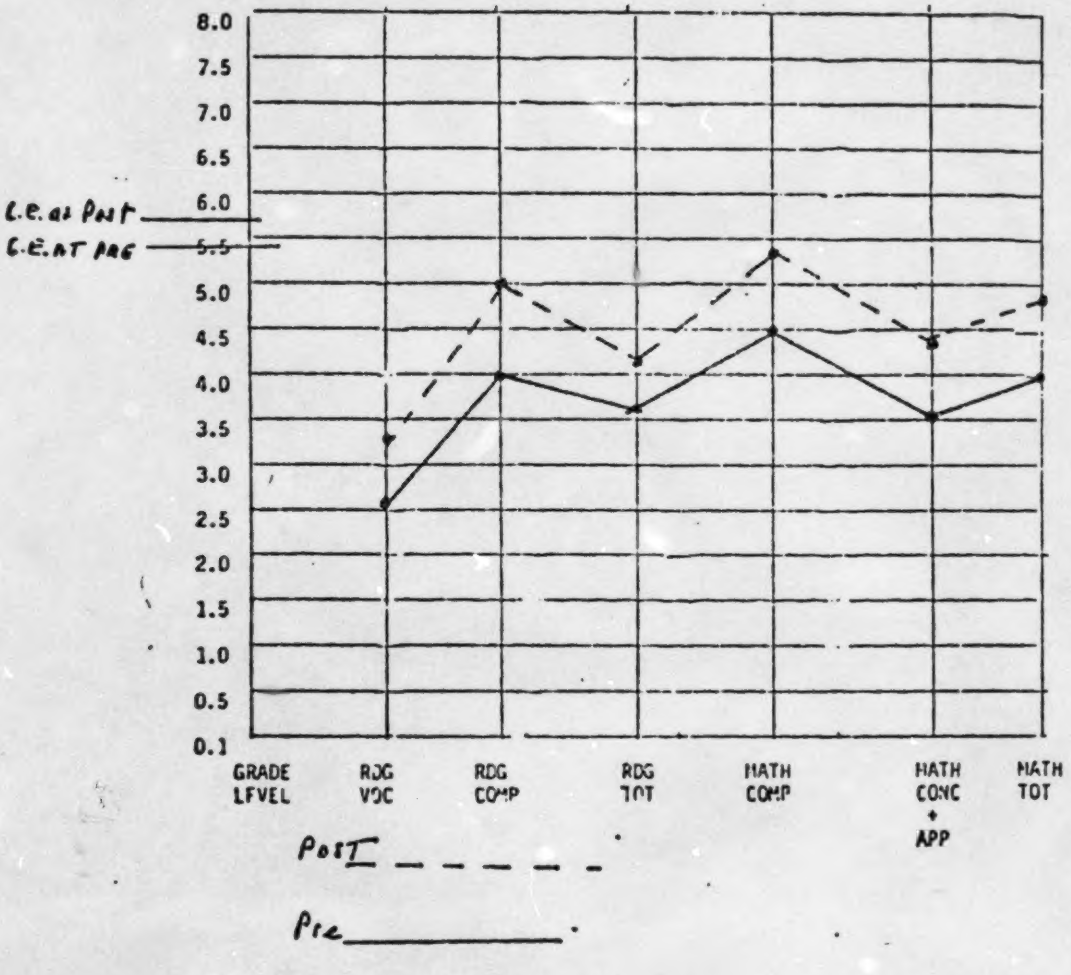
She does not yet create stories, but does write very brief summaries of her day. Her homeroom teacher accuses her of being "lazy" saying, "She can do it but she doesn't want to".

While this to the researcher indicates low self-image, it is too early to form definite conclusions about N .

LAST NAME N FIRST
5 GRADE
80-81 SCHOOL YR
DATE OF BIRTH
#1
Mrs. Pelles TEACHER
C.A.T. TEST NAME
15 LEVEL
c FORM
12/80 DATE PRE-TEST
3/81 DATE POST-TEST

Entered Swiftlik School December, 1980

	PHON ANAL		ST. ANAL		RDG VOC		RDG COMP		TOT RDG		MATH COMP		MATH CONC		TOT MATI	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	po
RADE EVEL					2.6	3.3	4.0	5.0	3.6	4.1	4.5	5.4	3.5	4.3	4.0	4.8
AT ILE					N/A	10	N/A	38	N/A	23	N/A	43	N/A	26	N/A	33



"I'l Take Real Good Care of V "

The final analysis is of V (#12), of Puerto Rican parents, born and raised in Jackson and youngest of twelve children. Her gains (see the graph on page 96) are the most impressive of any child in the program.

V was orphaned suddenly and tragically in 1978 when both parents were killed in a traffic accident. In response, she became depressed, despondent, disoriented. Unable to perform academic work, she was retained in fourth grade in 1979-80.

Throughout 1979-80 she still displayed these qualities. Great consideration was given her self-image development.

Fortunately her very large family was also very strong. To her eldest sister fell the main responsibility of raising her, though all shared it.

The eldest explained, "Momma and Papa would have wanted us to stay together and take care of each other. They took real good care of all of us and -- hey -- I'm the oldest so now I'll take real good care of V ".

Apparently, she has. V is now observed to be happy, intelligent, productive. She now gets along very well with her peers as well as with authority figures.

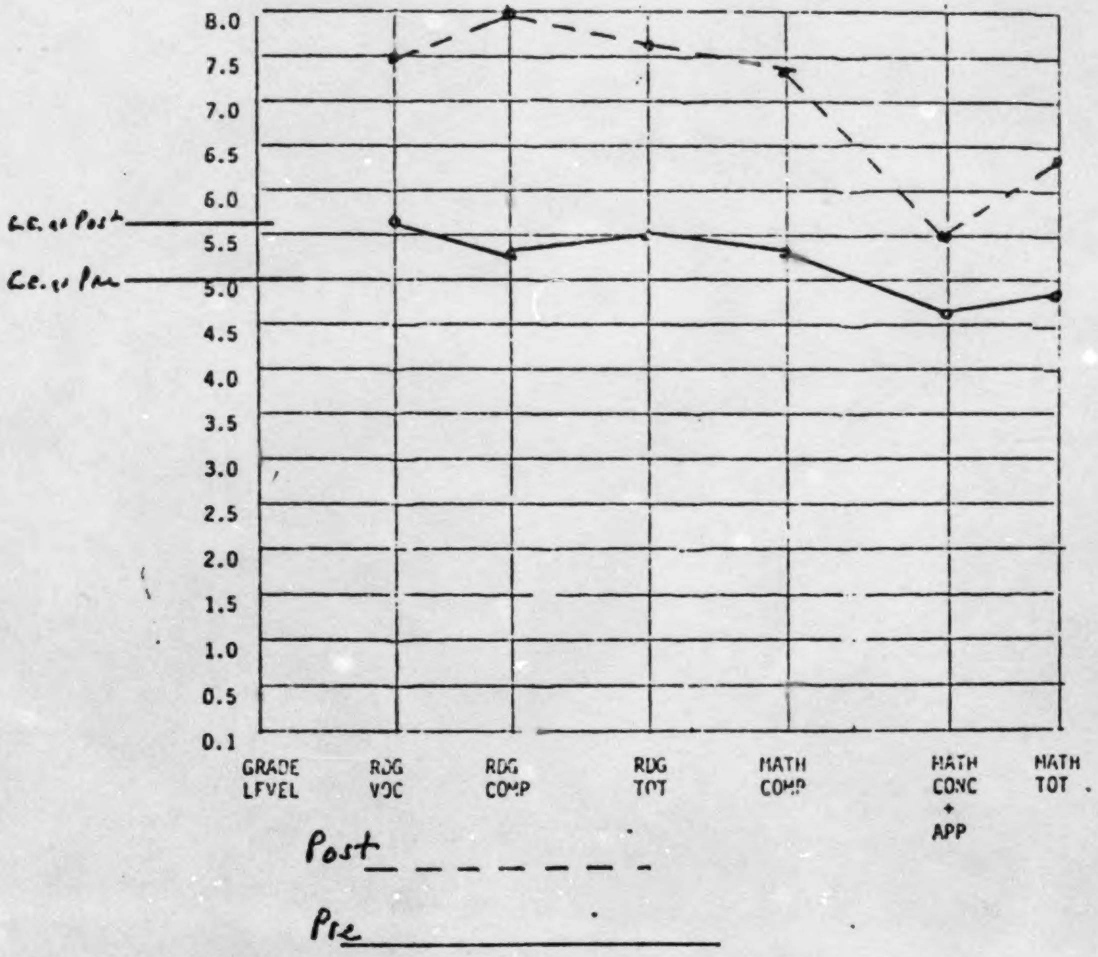
Her graph on page 96 indicates gains of up to and including two years in all categories. Her "before" and "after" writing sample on page 97 confirms these gains. Her eldest sister told this reporter at a conference, "You've done a helluva job with her."

#12

LAST NAME V . IRST ______ GRADE 5 SCHOOL YR 80-81 DATE OF BIRTH ______

TEACHER Mrs. Pelles TEST NAME C.A.T. LEVEL 15 FORM C DATE PRE-TEST 9/80 DATE POST-TEST 3/81

	PHON ANAL		ST. ANAL		RDG VOC		RDG COMP		TOT RDG		MATH COMP		MATH CONC		TOT MATI	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	po:
RADE .EVEL	/	/	/	/	5.7	7.5	5.3	8.0	5.5	7.6	5.3	7.3	4.6	5.5	4.8	6.3
IAT ILE	/	/	/	/	63	76	54	78	57	78	56	84	39	57	45	70



V

October 5,197

Before

I wode like to rite betre
I wode like to spell betre
I wode like to read betre

After

On On January 31,1981 My brother Jimmy had gotten married And on the day of the wedding at the church when Maria my brother's wife was putting the ring on Jimmy's finger She dropped it.

Every body laughed. Then we had to go to the fire house for the reception. I got there before every body. When it started we heard music and I danced with the best man and my uncle Jimmy.

After that we ate rice and beans with chicken. Then we had cake. I tasted the cake and it was delicious.

My brother Jimmy and Maria had to put a piece of cake in each other's mouth. When my brother was putting the cake in Maria's mouth it looked like he was shoving it into her mouth.

I enjoied the whole thing because someone in my family is finally getting married.

U

CHAPTER VI

SUMMARY, CONCLUSION, RECOMMENDATIONS

I. Summary

This project set out to solve the following problems in a pullout program involving bilingual first through fifth graders labeled "underachievers" and "non-achievers":

1. What methods of teaching are best suited to develop written communication?
2. How is general language development related to the development of written communication?
3. How is self-image related to the development of written communication?
4. How have children reacted to the methods reported in questions # 1-3?

Teaching methods to develop written communication (#1) reported were the instructor reading a variety of materials aloud to the students; eliciting responses verbally or through art or dictation; tutoring in subject areas.

Those to develop general language (#2, Other Language Development) includes all formal and informal contact with the researcher, free play alone and with peers, a listening station, and use of manipulative materials and games in mathematics.

Self-image (#3) was developed through the researcher establishing trust and communication between the families and the school through home visits, interpretation at parent conferences, translating official notices, assistance at registration, gaining peer acceptance for those with language problems, and the promotion of social integration through members bringing "guests".

Reaction (#4) were reported using line graphs (that the researcher developed for the school district and which were photocopied from student records with names whited out) comparing pre-and-post test results in reading vocabulary, reading comprehension, mathematics computation, and mathematics concepts and applications. Tables were compiled showing gain/loss in grade level and in percentile rank (where available). Personal reactions of parents, teachers, and students were reported. Original stories and drawings of the program participants developed via the activities described were displayed.

Of the twelve participants considered, 6 had in the course of their schooling been retained (one twice), 2 spoke no English upon entering the program, 2 had been recommended for retention, and 2 more were in serious danger of being recommended for retention.

The tables and individual line graphs will demonstrate that nine of twelve gained a full year or more in reading comprehension and reading vocabulary (although in some cases only six months remained between the pre-and-post-test). In math computation, 6 gained a full year or more, and in math concepts 3 gained a full year or more.

While data are available, 6 participants gained 20 or more percentile ranks in both reading vocabulary and reading comprehension. One child gained 29 and another 63 percentile ranks in reading. And although the main stress of the program was not mathematics (although tutoring in math was part of the instruction), every child gained in grade level. Of the three children who dropped percentile ranks, one took the pre-test in Spanish and the post-test in English; two others scored well above grade level.

Statistics cannot measure general language gains nor those of self-image. But it will be noted that every child who advanced statistically exhibited for the first time desire and even eagerness to learn. They made friends not only with peers but with the researcher.

In fact, the only child who did not gain demonstrated unhappiness in his homeroom and a conflict with his homeroom teacher. His attendance was limited in the program, and his parents complained that he suffered depression and disorientation.

In summary, eleven of twelve academically troubled program participants demonstrated ability and progress in developing written communication - the purposes of the program. Correlatively, impressive gains in reading and math were demonstrated statistically. Informal observations noted improved general language as well as self-images.

II. Conclusions

Eleven of the twelve children considered demonstrated significant gains in written communication, reading, and mathematics. All the children first began to feel good about themselves, speak spontaneously and coherently, dictate, read, and write. Thus the following assumptions and conclusions will be drawn:

1. To develop written communication it is necessary to develop reading power.
2. To develop written communication and reading power it is necessary to develop general language. General language will be presumed to include spontaneous, meaningful, coherent thinking and speaking.
3. To develop general language it is necessary to develop a positive self-image. A positive self-image will be presumed to include a positive attitude towards oneself and towards the school. This will be further presumed to involve the total family.
4. There was much individual attention given every student. This included individualized and small-group instruction. It is not known how great a factor this was in the effectiveness of the program.
5. All children who succeeded in the program had homeroom teachers who cooperated with the researcher and supported the program. The only child who did not succeed had a teacher who demonstrated opposition to the program. Thus, success in this program will be presumed to be a factor of homeroom teacher attitude.

6. Several of the children who succeeded traced and colored pictures from books that held their interest. It is possible that this activity develops valuable eye-hand coordination that is a necessary step for some children to read and write.

7. Every administrator involved in the program spoke only English but was supportive of the program. Administrative support will thus be presumed to be a positive factor in the success of the program.

8. The exact role of free play in developing written communication is not known with certainty. However, it was very important to young children. Solitary free play may be useful in developing a longer attention span. It is assumed that when done with peers it develops general language.

III. Recommendations

In view of the summary and conclusions the following recommendations are presented:

1. The methods reported in the study should be undertaken and tested in grades six through twelve.

2. The methods reported in the study should be undertaken and tested with poor readers or non-readers in regular classrooms (i.e., even without the "foreign-language-experience").

3. This reporter has observed an emphasis upon skills, rules, and programmed instruction in remedial and developmental reading programs. A shift is recommended to the development of general language and self-image and correlation of reading with writing as a proper base for instruction in this type program.

4. This reporter recommends that standard classroom practices of "round-robin-reading" and silent reading be supplanted by teachers reading the material aloud to groups and classes as an introduction. This should be followed by controlled silent reading, oral discussion and interaction, and meaningful student oral reading for specific purposes.

5. This reporter recommends that the method of children tracing and coloring pictures be examined to determine its role in learning to read and to write.

6. This reporter recommends that bilingual programs be mandated state-and-nation-wide as an effective "bridge" to learning English and to social, economic, and political integration.

7. This reporter recommends that teachers, administrators, and the general public be educated as to the need for and effectiveness of bilingual education.

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APPENDICES

TABLE I

PRE-AND-POST TEST RESULTS SHOWING GAIN/LOSS IN GRADE EQUIVALENT AND NATIONAL PERCENTILE FOR

READING VOCABULARY

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	Above/Below Grade Level	G.E.	N%ile	Grade	Above/Below Grade Level	G.E.	N%ile	G.E.	N%ile
First Gr.											
J----	(#1)	1.1	0.1	-1.0	1	1.7	1.4	- .3	27	+1.3	+26
W-----	(#2)	1.1	0.6	- .5	3	1.7	1.9	+ .2	66	+1.3	+63
Second Gr.											
D----	(#3)	1.8	1.4	- .4	27	2.7	2.7		50	+1.3	+23
B-----	(#4)	2.1	1.2	- .9	1	2.7	1.7	-1.0	N/A	+ .5	N/A
Third Gr.											
A------	(#5)	2.8	3.3	+ .5	63	3.7	2.3	-1.4	17	-1.0	-46
R-----	(#6)	3.1-could-not-test-in-English				3.7	2.7	-1.0	27	+2.7	+27

TABLE I READING VOCABULARY (continued)

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	G.E.	Above/Below Grade Level	N%ile	Grade	G.E.	Above/Below Grade Level	N%ile	G.E	N%ile
M------	(#7)	3.8	2.5	-1.3	22	3.7	3.6	- .1	47	+1.1	+25
M-------- Fourth Gr.	(#8)	3.8	2.3	-1.5	17	3.7	3.6	- .1	47	+1.3	+30
M------ Fifth Gr.	(#9)	4.1	1.3	-2.8	1	4.7	3.1	-1.0	16	+1.8	+15
N-----	(#10)	5.4	2.6	-2.8	N/A	5.7	3.3	-2.4	10	+ .5	N/A
O-----	(#11)	5.1	3.8	-1.3	12	5.7	4.8	- .9	17	+1.0	+ 5
V---------	(#12)	5.1	5.7	1.6	63	5.7	7.5	+1.8	76	+1.8	+13

TABLE II

PRE-AND-POST TEST RESULTS SHOWING GAIN/LOSS IN GRADE EQUIVALENT AND NATIONAL PERCENTILE FOR

READING COMPREHENSION

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	G.E.	Above/Below Grade Level	N%ile	Grade	G.E.	Above/Below Grade Level	N%ile	G.E.	N%ile
First Gr.											
J----	(#1)	1.1	0.1	-1.0	1	1.7	0.3*	-1.4	4	+ .2*	+3
W-----	(#2)	1.1	1.7	+ .6	-	1.7	2.1	+ .4	74	+ .4	-
Second Gr.											
D----	(#3)	1.8	0.9	- .9	11	2.7	2.7		34	+1.8	+23
B-----	(#4)	2.1	0.1	-2.0	1	2.7	1.7	-1.0	N/A	+1.6	-
Third Gr.											
A------	(#5)	2.8	3.3	+ .5	41	3.7	3.2	- .1	36	- .1	-5
R-----	(#6)	3.1		-	-	3.7	2.7**	-1.0	27	+2.7**	+27

** Took Pre-test in Spanish and Post-test in English

* Dazed, ill on day of test; forgot glasses

TABLE II READING COMPREHENSION (continued)

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	G.E.	Above/Below Grade Level	N%ile	Grade	G.E.	Above/Below Grade Level	N%ile	G.E.	N%ile
M------xxx	(#7)	3.8	2.5	-1.3	22	3.7	3.6	- .1	47	+1.1	+25
M------xxx	(#8)	3.8	2.3	-1.5	17	3.7	3.6	- .1	47	+1.3	+30
Fourth Gr.											
M------	(#9)	4.1	1.3	-2.8	1	4.7	3.4	-1.3	23	+2.1	+22
Fifth Gr.											
N-----	(#10)	5.4	4.0	-1.4	-	5.7	5.0	- .7	38	+1.0	-
O-----	(#11)	5.1	2.2	-2.9	12	5.7	3.2	-2.5	13	+1.0	+1
V---------	(#12)	5.1	5.3	+ .2	54	5.7	8.0	+2.3	78	+2.7	+24

xxx Retained in third grade

TABLE III

PRE-AND-POST TEST RESULTS SHOWING GAIN/LOSS IN GRADE EQUIVALENT AND NATIONAL PERCENTILE FOR

MATHEMATICAL COMPUTATION

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	G.E.	Above/Below Grade Level	N%ile	Grade	G.E.	Above/Below Grade Level	N%ile	G.E.	N%ile
First Gr.											
J----	(#1)	1.1	0.1	-1.0	1	1.7	1.4	- .3	14	+1.3	+13
W-----	(#2)	1.1	0.1	-1.0	1	1.7	1.0	- .7	3	+ .9	+2
Second Gr.											
D----	(#3)	1.8	2.9	+1.1	97	2.7	3.7	+1.0	96	+ .8	-1
B-----	(4)	2.1	0.1	-2.0	1	2.7	2.2	- .5	-	+1.1	-
A------	(#5)	2.8	2.1	- .7	16	3.7	3.7	0	46	+1.6	+30
R-----	(#6)	3.1	3.9	+ .8	51	3.7	5.6	+1.6	95	+ .3	+4

TABLE III MATHEMATICAL COMPUTATION (continued)

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	G.E.	Above/Below Grade Level	N%ile	Grade	G.E.	Above/Below Grade Level	N%ile	G.E.	N%ile
M-----	(#7)	3.8	5.0	+1.2	91	3.7	5.3	+1.6	95	+ .3	+4
M-------	(#8)	3.8	4.8	+1.0	87	3.7	5.0	+1.3	91	+ .2	+4
Fourth Gr. M------	(#9)	4.1	3.7	- .4	40	4.7	5.5	+ .8	72	+1.8	+32
Fifth Gr. N-----	(#10)	5.4	4.5	- .9	-	5.7	5.4	- .3	43	+ .9	-
O-----	(#11)	5.1	3.7	-1.4	12	5.7	4.5	-1.2	22	+.8	+10
V---------	(#12)	5.1	5.3	+ .2	56	5.7	7.3	+1.6	84	+2.0	+28

TABLE IV

PRE-AND-POST-TEST RESULTS SHOWING GAIN/LOSS IN GRADE EQUIVALENT AND NATIONAL PERCENTILE FOR

MATH CONCEPTS AND APPLICATIONS

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	G.E.	Above/Below Grade Level	N%ile	Grade	G.E.	Above/Below Grade Level	N%ile	G.E.	N%ile
First Gr.											
J----	.(#1)	1.1	0.1	-1.0	1	1.7	1.4	- .3	30	+1.3	+29
W-----	(#2)	1.1	1.3	+ .2	1	1.7	1.9	+ .2	61	+ .6	+60
Second Gr.											
D----	(#3)	1.8	1.2	- .3	33	2.7	2.1	- .6	30	+ .9	- 3
B-----	(#4)	2.1	0.6	-1.5	12	2.7	1.5	-1.2	N/A	+ .9	-
A------	(#5)	2.8	2.2	- .6	33	3.7	4.4	+ .7	67	+2.2	+34
R-----	(#6)	3.1	4.5	+ .4	70	3.7	4.5	+ .8	70	0	0

TABLE IV MATH CONCEPTS AND APPLICATIONS (continued)

		PRE-TEST RESULTS				POST-TEST RESULTS				GAIN/LOSS	
		Grade	G.E.	Above/Below Grade Level	N%ile	Grade	G.E.	Above/Below Grade Level	N%ile	G.E.	N%ile
M------	(#7)	3.8	3.5	- .3	44	3.7	4.2	+ .5	63	+ .7	+19
M-------	(#8)	3.8	2.7	-1.1	20	3.7	3.7	0	74	+1.0	+54
Fourth Gr.											
M------	(#9)	4.1	3.5	- .6	37	4.7	4.1	- .6	36	+ .6	- 1
Fifth Gr.											
N-----	(#10)	5.4	3.5	-1.9	-	5.7	4.3	-1.4	26	+ .8	-
O-----	(#11)	5.1	3.4	-1.7	14	5.7	4.3	-1.4	26	+ .9	+ 8
V---------	(#12)	5.1	4.6	- .5	39	5.7	5.5	- .2	57	+ .9	+18